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In this issue...



Chemistry videos – YouTube hit

A Yorkshire chemistry teacher has become a YouTube star due to the growing popularity of his online science experiments.

Bradford Grammar School's Dr Matt Tate and fellow chemistry teacher Rob Moody created the practical videos to give students something to take part in during lockdown. Now the 17 videos have secured more than 11,500 views collectively and are still proving a hit with budding chemists across the world.

Said Matt, a former student at BGS: "Lockdown brought an end to our practical sessions, so we devised some experiments for the students to try at home. I don't like the sound of my own voice particularly, but I put them together for the sake of the students!

"The kids really like them and it's helpful for us because we can tailor them specifically for their academic level, so we have ones for Key Stage 3 (Years 7 and 8) right the way up to A Level."

Experiments have ranged from determining the products of combustion, to understanding reactivity through the displacement reactions of metals.

Added Matt: "It's certainly kept the classes entertained and we enjoy doing them and taking on new challenges."

Cover background

Profiteroles...

...just one of the delights served by the catering team at Kings Ely when the Oxford team stayed over for a week in preparation for the annual Boat Race, which was switched from the usual Thames to the nearby River Ouse. The school also welcomed the President of the Cambridge Women's team after their win.

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Is Your School Mentioned?

Schools featured in this issue include:

Abbey School; Amesbury School; Ashville College; Bishop's Stortford College; Bolton School; Bradford Grammar School; Burgess Hill Girls; Christ College; Cranleigh School; Dame Allen's Schools; Dauntsey's School; Derby Grammar School; Edge Grove School; Embley School; Farlington School; Felsted School; Framlingham College; Gordonstoun; Gresham's School; Hulme Hall Grammar School; Kilgraston School; King Edward's School; King's Ely; King's Hawford Prep. School; King's School; LVS Ascot; Mill Hill School; National Mathematics & Science College; New Hall School; Newcastle High School for Girls; Pocklington Prep. School; Queen's College; Shebbear College; St. Benedict's School; St. Dunstan's College; St. Edward's School; St. Margaret's School; Wolverhampton Grammar School; York House School.
– Plus all those schools who have so far participated in the Just One Tree initiative

Olympian visits to open new track

The summer term got off to an exciting start at Dauntsey's School, Wiltshire with a visit from Olympic athlete Roger Black MBE, who officially opened the School's new all-weather running track. Roger Black is one of the country's most successful sportsmen having represented Great Britain for fourteen years at the highest level in the world of athletics.

Before the official opening, Roger gave an inspiring talk to a select group of pupils where he shared his journey to becoming a professional athlete and competing at the Olympic Games. His message was particularly apt for pupils entering the exam season: "...always try your hardest and give your best. And, if things don't go as you had planned, don't worry about adjusting your

course, as you never know where this new path may take you."

Roger also enjoyed some reminiscing about past Olympics with Dauntsey's Athletics coach and former Olympian, David Hemery CBE.

After a tour of the School led by

the Head Boy and Head Girl, it was time for the official opening of the track where Roger unveiled a plaque which will be positioned in the School's Pavilion.

Marcus Olsen, Director of Sport, Dauntsey's, added:

"We are very grateful to Roger for visiting us this week and giving some of our pupils a day to remember. It was a great start to the summer term, and I am sure he will have inspired many of our athletes to put in even more effort to their training!"



Pictured: Roger Black MBE with David Hemery; Mark Lascelles, Head Master; Lucy Walsh Waring, Chair of the Governors; Marcus Olsen, Director of Sport; and pupils

Pupils take on the City with first live trade

The Embley, Hampshire, Stock Market Investment Club has become the UK's first group of school children to trade on the London Stock Exchange with the support of Charles Stanley as its stockbroker.

The Club, trading as Embley Asset Management, comprises a group of dedicated 10 to 14-year-old pupils from Embley, a day and boarding school near Romsey in Hampshire, which meets after school on a weekly basis. All profits raised from the Club's investments will form bursaries to fund school fees for future generations of Embley pupils.

Since the Club began three years ago, the children have developed their understanding of macroeconomics, exploring how events such as Brexit and currency fluctuations impact investments, along with risk management and ethical investment. With access to live London Stock Exchange data courtesy of Financial Express, the Club had been applying this knowledge in theory and between 31 December 2019 and 31 May 2020, Embley Asset Management outperformed the FTSE 100 index by 5.08% with hypothetical investments.

Now the Club has made its first live investment to the value of



£1,000 which the pupils raised independently by organising a school fete. In accordance with the wish of pupils when the Club was created three years ago, profits from investments will form an endowment fund that will support bursaries for children to attend Embley (specifically families who would otherwise be unable to afford independent education).

Said Cliff Canning, headmaster: "The Club contributes to our school's overriding aim; the formation of individuals with an appropriate belief in themselves equipped to make a difference in the world. The Club introduces the children to a variety of tangible, complex problem-solving experiences. They gain financial

literacy, but most fundamentally, they gain an understanding that success in the world relies on a personal set of values. Real and lasting success as a road to personal fulfilment and a happy life comes through selfless engagement with others. The stewardship they demonstrate in the Club is one for a lifetime."

The Club is looking to create an opportunity for pupils to complete the 'Investment Management Certificate' (the investment industry's base/entry exam) before they leave school. This exam is normally taken by graduates at their first firm of employment.

Embley is situated in the buildings and grounds of the family home of Florence Nightingale.

More about the Club:

The Club has been established and structured as if Embley Asset Management were a real-life fund management company and it operates as a charity. Club members have responsibilities for accounts, compliance, marketing and all operational functions. All positions are/will be run as much as possible by pupils so they learn the importance of accuracy, timeliness, intra and inter-team cooperation and taking responsibility – with adult supervision to provide guidance. The Club keeps accounts and stock ledgers and its research will always show if it is following or deviating from client and/or house investment policy, and why. This instils the disciplines to ensure acceptable proof of compliance if a regulatory or legal risk arises. Board meetings take place with full agendas. All attendees know they are expected to submit organised documents if there is a matter that requires discussion. The Club has a senior partner in a large law firm ready to volunteer and oversee the legal department of Embley Asset Management.

Balancing discipline & privacy

An independent school recently permanently excluded one of its pupils for having sent "highly offensive" posts on social media. The boy's parents are reportedly challenging the exclusion and accuse the school of having breached their son's privacy rights because, they claim, the school should not be looking at his private social media accounts.

Solicitors Ane Vernon and Hanna Basha reflect on the need for schools to ensure their policies and procedures are clear and always followed conscientiously...

In an environment where the rights of an individual are to be balanced with the education and welfare of the wider school community there will inevitably be a tension between the right of pupils to a private life and the right (and duty) of the school to investigate alleged wrongdoing.

In the independent sector, the range of legitimate grounds for disciplinary sanctions is wider than in maintained schools. The starting point is the parent contract which will give the school an express right to impose sanctions for misbehaviour both on and off school premises. In order to avoid uncertainty and later disputes, it is essential that the respective rights and obligations of school and pupils are clearly set out. Policies that are written clearly and communicated to the entire school community (with appropriate reminders) will go a long way to ensuring that all parties know the confines within which to conduct themselves, as well as what to expect when there has been a breach.

For example, an E-safety policy firmly incorporated within the school's disciplinary policy, and regularly communicated to students, will make expectations clear. Cyberbullying and transmission of obscene or threatening

communications are obvious examples of misconduct leading to disciplinary sanctions, including exclusion. In order to investigate allegations of misconduct the school will need to consider whether it is appropriate to see a pupil's private information, such as messages on social media platforms, emails and photographs. There is a balance to be struck between respect for privacy and the need to investigate and, in order to prevent disputes, policies should make clear what information can be accessed during an investigation or after a complaint is made.

The consideration of private information is easier to justify when another pupil complains of a serious misconduct such as cyberbullying. However it may be more difficult to justify looking at private messages where the behaviour complained about is less damaging and the investigation would intrude upon private, sensitive and highly personal information.

Policies should explain the types of behaviour that are considered misconduct and outline the investigation the school can instigate (including consideration of private information) and the range of sanctions that may be applied. Once the school is alerted to a possible breach, it should

be clear to all concerned what procedures will be followed. The school should adhere to principles of fairness at all times. The pupil is entitled to know the nature of the complaints made against them and the school should conduct an even-handed fact-finding process and ensure that the pupil receives a fair hearing. If reasonably satisfied of the pupil's misconduct on the facts, the sanction imposed must be proportionate to the severity of the behaviour and the pupil must be made aware of the right and grounds of appeal.

The disciplinary process itself can bring difficult issues of privacy and confidentiality. Often the disciplinary procedure itself is shrouded in confidence and this can make it difficult for 'similar fact' evidence to be gathered. It also means that the fairness of decisions and processes can be difficult to scrutinise. Leaking information about a confidential disciplinary process could itself be a breach of the school's policy.

During the disciplinary process, a witness may provide evidence on the condition that this evidence remains confidential or they remain anonymous, but this is a difficult concession to make. Again, principles of fairness dictate that the pupil must know the case made



against them and the school needs to consider whether this is possible if a witness remains anonymous or if it cannot reveal certain evidence obtained under obligations of confidence.

There is a complex interplay between protecting the privacy rights of individuals and the need to conduct a thorough investigation of alleged wrongdoing. Schools need to be careful to weigh the competing rights of the accused and the accuser, made more difficult by the age of those involved and the close proximity of the individuals. The safest and most certain way for the school to balance these rights is to have clear policies and procedures and follow them conscientiously. Acting outside of its own stated policies and procedures will expose the school to complaints and legal challenge.

Ane Vernon and Hanna Basha are education and privacy specialists at law firm Payne Hicks Beach – 0230 7465 4300 www.phb.co.uk

Teachers complete John O'Groats to Land's End Challenge

A team of ten teachers at Burgess Hill Girls, Sussex, has completed a challenge to run, walk and cycle the equivalent distance of John O'Groats to Land's End.

The teachers: Alice Morgan, Samantha Durrant, Lucy Atkinson, Heather Cavanagh, Greer Williams, Rebecca Branton, Claire Williams, Ros Clayton, Shelley Allen, and Nicola Hickey ran, walked, and cycled the distance. They originally set themselves the target of completing the 603

miles as the crow flies, but as they got going, they extended their sights to the length by road, 874 miles. In fact, they ended up going even further, their final distance was 882 miles.

Team organiser Ros Clayton is immensely proud of the team's effort: "Some people might say that taking on an additional challenge given the year we have had might be mad for us teachers. However, getting out and exercising has been a great stress

reliever for us all. Next, I would like us to 'travel' to Tokyo for the opening of the Olympic Games on

the 23rd of July, it is almost 6000 miles so we might need some more recruits."



Helping schools become carbon neutral

JUST ONE Tree and Let's Go Zero have joined forces to help schools reduce their environmental impact and become carbon zero by 2030 by driving reforestation in areas where it has the most impact and benefit.

Schools are being actively encouraged to hold a JUST ONE Tree Day on Friday 15 October (Friday 1 October for Scotland), raising funds to reverse deforestation and provide species with safe habitats to increase biodiversity – a tree is planted on behalf of the children for every £1 raised. In return, schools get access to a wide variety of learning tools on the environment.

To date, over 420 schools have signed-up to partner with JUST ONE Tree, including a number of independent schools (see table), and in the 18 months the non-profit has been established, close to a million trees have been planted at a rate of one every 53 seconds.

Let's Go Zero is a coalition of sustainability organisations working with schools in the UK providing help and resources to

Aldenham School
Ashfold School
Barfield School
Bellerbys College
Belmont Grosvenor School
Bishop Stortford College
Brighton Girls
Bruton School for Girls
Burgess Hill Girls
Cambian Southlands School
Claremont Fan Court Prep School
Claremont Senior School
Clifton Hall School
Dharma School
Elizabeth College
Fairfield School

FCJ Primary
Goodwyn School
Grimsdell Mill Hill Preparatory
Highfield Prep School
Highgate Pre Prep
Jersey College for Girls
Jersey College Prep
Kew Green Preparatory School
Kings College
Ladies College
Lancing College
Loreto Convent School
Maple Walk School
Millfield School
North Bridge House School
Oxford High School

Pownall Hall School
Reigate St Mary's Preparatory & Choir School
Rodean Moira House School
Royal High Prep School Bath
St Christopher's School
St David's Prep
St George's Prep School
St Ives School
St Michael's School
Shernold School
Sherrardswood School
Sydenham High School
Wells Cathedral School
Weston Green School
Windrush Valley School

schools, teachers and students on their school journey to zero carbon.

Amanda Bronkhorst, founder of JUST ONE Tree, said: "We are delighted to be partnering with Let's Go Zero's national campaign calling for government backing for zero carbon schools.

"We're asking parents to encourage their children's school to host a JUST ONE Tree Day and be part of a global movement empowering children in making a real difference for a greener future.

"JUST ONE Tree Day is a simple

– and free – way for schools to help compensate for their environmental impact.

"Forests are the lungs of the planet, cleaning the air and absorbing carbon dioxide from the atmosphere. On average, a tree absorbs 48lbs of carbon dioxide per year and it's estimated forests can provide 30% of the solution to keeping rising global temperatures below 2°C. Tree planting is vital for the future of our planet and JUST ONE Tree Day is a way for children to take direct action in protecting their own future. The

'children's forest' already stands at over 150,000 trees; we're thrilled to be joining with Let's Go Zero this year to help grow it even further."

Alex Green, Project Manager for Let's Go Zero, added: "We love the work that JUST ONE Tree does with schools – it really helps children to learn about the link between local and global actions, and that they can make a difference. We look forward to seeing lots of Let's Go Zero schools signing up to take part in JUST ONE Tree Day this year!"

Tree Planting

Lower Sixth student Kinuri Rathnayake has written about Eco Week at Mill Hill, London, explaining the benefits of the tree planting initiative organised by the Eco Society...

Eco week marked a momentous event for Mill Hill School as we took one of our first steps towards a greener future. Organised by the Eco Society, members of the school were encouraged to take part in tree planting sessions in the school grounds.

The response was phenomenal with members from all across the school enthusiastically joining in, such as pupils from the Fourth Form, teachers and maths pupils in the Fifth and Lower Sixth form too.

As a result of all the hard work and dedication, an impressive 210 trees were planted across the school grounds, ranging from species such as dogwood to common oak to wild cherry. All saplings were provided by the Woodland Trust, an organisation that protects ancient woods from being cut down in a fight against rapid urban development.

Their aim was simple – to make small advancements towards a more sustainable and eco-friendly school that could inspire other places to follow suit.

The benefits of trees are bountiful; they absorb carbon dioxide cleaning the air we breathe in, provide homes for wildlife and also offer a calming space to clear the mind. Most of all pupils and staff members alike are looking forward to the beautiful blossoms, bright berries and stunning autumn displays in the years to come.

Protecting wildlife will be critical from now on, due to the exponential growth in demand for natural resources like energy and crops. If we don't take care of our environment and carry on recklessly destroying forests, there will be no home for both humans and animals much sooner than one would expect.

Luckily, this was one of the many successful initiatives started by the school. Mill Hill is brimming with innovative ideas to reduce carbon emissions and waste, like purchasing food from Fairtrade suppliers, reducing red meat consumption by 80%, and changing to more efficient waste management companies.

The school has even started bee keeping in order to protect endangered species, and students can now enjoy fresh, locally

produced honey. Bees are key pollinators so are vital in maintaining the world's ecosystem. Without them, we wouldn't have any plants or flowers and the animals that live off them would suffer too.

Though the future seems bleak, any change, big or small can collaboratively make the world a healthier and safer place to live in for generations to come...



Should gender dynamics in schools be realistic or idealistic?

...asks Katherine Jeffrey, head of New Hall School, Essex, the oldest Catholic school in England that has always taken girls. Following the establishment of its new charitable status as New Hall School Trust in 2005, the former convent school opened its doors to senior boys.

On an institutional level, schools must be the only place in the UK where it is still acceptable to discriminate on the basis of gender. We don't find ourselves waking up to single-sex law firms, female-only hedge funds or dental surgeries just for men. One of Cambridge's last all-women colleges made the decision to admit men this year. We do not live in a single-sex world and, as our ideas about equality and even the meaning of gender develop, we are seeing division by gender become increasingly a thing of the past.

A clear move towards co-education is also visible in schools, but they have certainly been slower on the uptake. With the majority of single-sex schools existing in the independent sector, it would be easy enough to see sex segregation in education as a hang-up from tradition, as it stubbornly refuses to develop in time with the rest of society.

This is, of course, a deliberately cynical take. If any kind of discrimination is permissible in the twenty-first century it is positive discrimination, and there are many who believe not only that children perform best in single-sex environments, but more particularly that girls perform best in single-sex environments. In a society that still in many respects upholds patriarchal structures, this can hardly be seen as any great crime.

Even so, the proponents of co-education tend to cite the system's realism, insisting that girls and boys who are educated together are better prepared for the 'real world'. A Guardian article from October 2019 asserted that the age-old co-ed vs. single-sex debate is about more than academic outcomes, and asked whether the social effects of educating boys and girls together outweighed "the widely touted academic gains of single-sex education". The article then quoted Tom Lawson, head

of Eastbourne College, saying that "the naturalness of mixed schools is better. [...] Children don't see those stark differences; why should schools?".

In other words, social education is as important as academic education – so why educate our children for a world that is different from the one they will actually enter into, and why encourage unnecessary divisions between girls and boys?

I admire the values of those who make this argument, and would agree with them word-for-word if we lived in an ideal world. But the assumption that co-education means the same thing in all schools is a naïve one – as is the assumption that co-education automatically means equal treatment and peaceful cohabitation.

Single-sex schools might arguably be discriminatory in their structure, but with only one gender present they have fewer opportunities to be discriminatory in their organization and practice. In co-educational schools, the story is quite different: there is more room for error, and there are greater consequences when these schools get things wrong. The presence of both girls and boys is no guarantee that both will be valued equally. As the Principal of New Hall School, a 50:50 co-educational school that was once all-girls, I have always been shocked that so many other co-educational schools seemed consistently to fail to reach equal numbers – something that in my view is a prerequisite for true co-education.

When I first heard of this phenomenon, I naively assumed that any school's failure to reach equal numbers could only be an innocent mistake, and at a Boarding Schools' Association Conference even found myself expressing my surprise to various other Heads. We never struggled to recruit boys at New Hall, and I

was intrigued by what could have possibly hampered these boys' schools in their recruitment of girls. Eventually someone took me to one side to explain the reasoning to me subtly: some schools didn't want 50:50 numbers. They actively wanted to remain skewed in favour of boys – primarily due to an emphasis on boys' sport.

One top London independent school has been taking girls for four decades, but still only in the Sixth Form – and in the Sixth Form, still only a third of its students are girls. Another similar school's ratio is comparable. Meanwhile, one of the few remaining all-boys boarding schools recently announced its intention, in 2022, to take approximately 15 day girls into its Sixth Form of over 270 boys, in order to move the school into the 21st century. The girls make a charming addition to these schools, but are always comfortably outnumbered by the boys.

School structures and provision should reflect important principles based on equality and fairness that ought to be followed at all times. This should start in leadership. I don't know the answer, but I would be surprised if the decision-making bodies of schools that choose to take "a few" girls and no more were 50/50 men and women. One reason things move so slowly is that power at the most senior levels is not in the hands of the women.

Recent revelations regarding the extent of peer-on-peer abuse – for which the Everyone's Invited platform was a catalyst – have brought home the importance of addressing gender differences, since the testimonies show a graphic contrast in the overall experience of girls and boys. We have seen the horrors of the damage done when a generation brought up with access to graphic online pornography has not received effective sex education in the context of a clear set of values. Schools where matters have

escalated, with protests by angry female students, have been accused of failing to listen and, in some of the worst cases, failing to take appropriate action when sexual harassment and assaults have been reported. There is no doubt that female and male experiences differ significantly in this area, with girls being subjected to vastly more abusive behaviour. It is extraordinary to read testimonies on Everyone's Invited where female students have been let down by senior male staff, who allegedly did not take their complaints seriously or, worse, acted to protect the boy accused or with a lack of sensitivity that caused further humiliation to female victims. The most recent revelations by girls who joined, as a female minority, the Sixth Forms of selective grammar or independent schools for boys, tell of particular challenges. Students speak of school cultures where staff, leadership and male peers foster a climate that is hostile for female students and that reinforces stereotypes of female subjugation and objectification.

Sometimes this is indirect. As a guest speaker at one boys' independent boarding school three years' ago, although I met hundreds of people, with the exception of one female teacher the only other women I came across in four hours on site were those serving the food in the canteen and those cleaning the boarding houses. It troubled me then and it still does. As a woman, it was an uncomfortable experience. We learn most through action, not words. Schools that have a single-sex structure, a token numbers of girls in a Sixth Form in what is essentially a boys' school, or a lack of female representation at leadership and governance level, need to pay special attention to the messages that this conveys and find creative ways to ensure positive role models for all genders.

A belief in gender equality as an ideal is not the same as believing

"Championing co-educational schools that "ensure equality of provision and equal numbers of girls and boys, whilst ensuring a safe and respectful environment, where the particular pastoral needs of girls and boys are met."



that men and women, girls and boys, are always exactly the same in their needs and desires. There is huge variation within gender and no stereotype is 100% accurate, but girls and boys do not always want the same thing out of their education. So long as both feel welcome and affirmed in both environments, I have no great objection to the fact that in my School, girls tend to dominate Dance and boys tend to dominate DT.

What both girls and boys do require in equal measure, however, is the feeling that they are listened to, provided for and valued. The mere label of "co-education" does not automatically achieve this, and I find it difficult to see how girls who are essentially attending a boys' school with a co-ed streak through the middle are supposed to feel consistently on a level playing field with their male peers.

At New Hall, we opted for a 'Diamond Model' system, keeping girls and boys in separate classes on the same site between Years 7 and 11, whilst uniting them from Reception to Year 6 and again in the Sixth Form. This has allowed us to reap the benefits of both the co-educational and single-sex systems, and the diamond structure keeps us in check when it comes to equal emphasis: a school with three girls' classes and three boys' classes in each year cannot get away with being more dedicated to one gender than another.

Champions of co-education – and I consider myself one of them – tend to admire the system for its realism. A single-sex bubble is not a realistic representation of the world, and is realism not part of education? But these semi-co-educational schools that are essentially single-sex schools in disguise are hardly realistic either. Girls may well learn something about reality by holding their own in a situation in which they are in

the minority, but they shouldn't have to, and we shouldn't allow the sexism of the wider world to infiltrate our education system.

Besides, it is surely more important for a school to be idealistic than wholly realistic. When a school sets out its structure, it has the opportunity to create an environment that is more equal and more diverse than the real world, and to teach its children to carry those values through into the real world when they leave. The British school system's variety is wonderful, and different children thrive under different systems, but it does worry me that some schools choose to limit equality rather than to embrace it. Education should mimic the best of realism, not the worst of it; it should not perpetuate gender inequalities that sadly still exist in wider society.

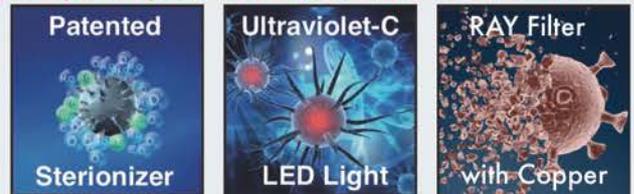
I am a champion of co-educational schools that ensure equality of provision and equal numbers of girls and boys, whilst ensuring a safe and respectful environment, where the particular pastoral needs of girls and boys are met. I also welcome school diversity that gives families the option of single-sex education as a tool to challenge stereotypes and to meet the needs of children who best suit this environment. However, boys' schools that deliberately create an imbalanced structure between boys and girls (there are virtually no girls' schools that admit just a few boys) almost always disadvantage girls and may create a culture that is damaging to respect between men and women. It would be wonderful if, going forward, school leaders would choose to combine the realism of co-education with the optimism of true equality and diversity. After all, education is about shaping the future.

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Simon Gould, Headmaster of Hurlingham Primary School (43 units deployed to date)

How to prepare a response plan to handle media investigations into inappropriate behaviour

There is a spotlight on schools in relation to past and present safeguarding of female pupils. Solicitor Natalie McEvoy, media litigator, outlines the key elements in an effective response plan.

The 'Everyone's Invited' movement is actively seeking stories from affected pupils - more than 10,000 have shared their experiences so far, and we have seen protests and petitions in schools by students concerned for their personal safety - making it more imperative than ever that schools audit their risk, identify any concerns and give themselves a platform to provide reassurance to stakeholders about safety in their establishment.

Looking to the past, the school could contact staff, both past and present, and offer an open door to discuss any circumstances that cause individual teachers any concern. This could present a supportive and confidential opportunity to examine times when risks may have unwittingly been taken in the past and to prepare a strategy should any allegations arise. This can be a useful information-gathering exercise for the management team; it may draw out that music teachers feel vulnerable in lessons alone with students or that the nurse feels worried treating injured older students, for example. In the unlikely event of an offence being disclosed to you, you will have a duty to report it to the police.

Community engagement

Looking to the present, reach out to your parent community and

demonstrate awareness but also show the integrity of the processes you have in place. Students and parents' loyalty will be redoubled if they feel on the front-foot, so use this opportunity to revisit and retrain staff on safeguarding policies and to reassure parents that welfare is your priority. Such is the seriousness of a welfare allegation that parents who cannot easily find the reassurance they are seeking may look elsewhere, causing disruption to the school and small-scale reputational damage. At worst, in the case of allegations being made in relation to the current staff, parents may consider taking legal advice regarding a school's duty of care towards its students. A finding that a school has breached its duty of care or has been negligent could result in monetary damages payable to families as well as long term reputational impact and pressure on the management team.

Boost and proactively support your staff at this unusual time, outlining the safeguards and policies that protect them. Offer them the opportunity to provide you with feedback regarding suggested improvements to policy going forward and have your policy documents reviewed by independent eyes to avoid retaining any ancestral quirks. Revise those

policy documents to deal head-on with any occasions which have been identified as vulnerable, proactively tightening policies and improving training for the future to provide structure and reassurance.

Future-proofing responses

With an eye to the future, prepare a response plan in case issues arise. This will reassure the management team internally as well as emphasise to stakeholders the good housekeeping procedures of the school and competency of the key staff. Individual response plans will vary enormously depending upon school structure and circumstances, but you may wish to train those who answer external calls on how to handle an initial enquiry. The key to handling serious issues is to act quickly but sensibly to ensure appropriate investigation and demonstrate continuing observation of exemplary safeguarding standards.

If media become involved, it becomes harder. Best practice is to ask for questions in writing with contact details and deadline, to allow an opportunity to review rather than being put on the spot and consult with your lawyers who can advise both on the reputation side and on the impact on the underlying issues.



Likewise, prepare a response plan in the unlikely event of a parent raising a significant concern. If unlawful activity is alleged, you will have a duty to refer the matter to the police. You may wish to do this in tandem with your own investigation into the school's actions and obligations. If the parental concern is minor or theoretical, offer the parent a confidential meeting and listen fully to their concerns so that lessons can be learned about how they have arrived at a welfare concern, and consider what steps are engaged by your response plan. These are opportunities to show leadership and control, to empathise and relationship-build and to investigate both their side of the story and your own.

The 'Everyone's Invited' movement is likely to be allowed space, time and media coverage to grow over the next months. Being prepared for the spotlight landing on your school is a good investment of time and resources.

Natalie McEvoy is media litigator for law firm Slateford - Natalie.McEvoy@slateford.law www.slateford.law 020 7177 7444

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Grammar expands its provision



Wolverhampton Grammar School is to expand its Junior School to incorporate Reception, Year 1 and Year 2 from September 2021. This means that Wolverhampton Grammar School will now become a true all-through school, serving children of all school ages (4-18).

The new provision will benefit from remodelled classrooms featuring an inside-outside learning space as

well as a purpose-built, landscaped Infant Playground within the School's existing 25-acre campus.

Dan Peters, Head of Wolverhampton Grammar Junior School, pictured, said:

"We are so excited that children will now be able to join us at the very start of their educational journey. Opening our doors to children in Reception, Year 1 and Year 2 from September means that we can ensure our pupils make the very best progress from the word go."

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Matters of courtesy & respect



Maintained schools have just started delivering the new

Relationships and Sex Education (RSE) curriculum, to ensure that all children know how to manage appropriate, respectful relationships with their peers while protecting themselves in the modern world. While the new curriculum doesn't apply to Independent schools, Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in the private sector. In this article, educator Rachel Coathup discusses the challenges and provides teachers with advice on how to engender courtesy and respect amongst pupils in all areas of life, but especially in sexual matters.

My guidance and advice is not only based on my time in schools but is also due to our extensive work with expert consultant, Rebecca Jennings who helped us to create ClickView's two original series, Respectful Relationships and Respectful Intimate Relationships. These have been designed to give teachers the tools and resources needed to teach these topics with confidence and are completely free of charge to all schools and parents. Rebecca has more than 18 years' experience working with children and young people in educational settings. She has worked with the Department for Education as a subject matter expert around the staff training element of relationships, health and sex education (RSHE Curriculum).

The most important part of the issues surrounding the RSE curriculum is that educating young people about respectful relationships is one of the most significant tasks a school community can undertake to help students to stay safe and healthy, and manage their academic, personal and social lives in a positive way.

One of the first challenges is that from my experience not all teachers are completely comfortable teaching RSE. In general, I have

found that those who have been in education longer are certainly more comfortable, but many others aren't. The consensus of opinion is that rather than deliver the whole of the lesson themselves, having learning content that is already created and standardised across the school, makes it a lot easier and more effective.

Step 1

The first step for teachers is to work with the parents. A recent survey we ran with YouGov showed that while 85 per cent of British parents are confident about supporting their children with the facts around the realities of sexual relationships, nearly one third of parents (30 per cent) said that 'signposting to resources and services that they can use' and 'general support from their child/children's school' would be helpful to them when discussing relationships and/or sex at home.

There needs to be a partnership between home and school to keep the communication open and ongoing. For example, schools should keep the parents updated on what is going to be taught each week, so that they can be prepared for questions from their children and ideally support the learning objectives at home.

This is also an important process for ensuring teachers are aware of any student situations, such as abuse, so that they can act and support appropriately.

Step 2

The next consideration is ensuring students are offered a level of anonymity. Going back to the previous point, some students may not be comfortable participating in a discussion on a particular topic or may have questions that they feel embarrassed or awkward asking in front of their peers. Setting up a private and secure 'question' box in a quiet area of the school is one idea. Students can then write down their question for the teacher to answer in class anonymously. This is also an important learning step for all the students, who should understand the sensitivities and respect their friends' potential need for privacy.

Step 3

This then leads me on to planning the lesson structure. Because of the potential variety of past experiences

and backgrounds of the students and of course the teachers, we recommend that even if the school has created learning content for each class to use, the teacher should review the lesson in advance.

Our RSE videos all come with transcripts so that in advance of the lesson, the teachers can read what will be included and can always stop the video before it gets to something that either they or a student may not be comfortable with.

Our videos also come with a list of prepared questions associated with the lesson content. This is another crucial part of the lesson preparation to ensure that the teacher isn't put in an awkward situation and is seen to be relaxed and comfortable answering questions.

Step 4

Another important part of engendering courtesy and respect amongst pupils is to agree acceptable behaviour before the class starts. A calmly delivered introduction, reminding all students of the magnitude of the topic while reminding them how they'd feel if their privacy and space was invaded is a good platform for the lesson. Rebecca Jennings recommends beginning the lesson with a 'contract' with the students of what questions are acceptable and what isn't. For example, agreeing with them that personal questions shouldn't be asked avoids the teacher and other students potentially being asked about their personal experiences. If the 'contract' is broken by a student, they should be reminded of the agreement before continuing with the lesson.

Step 5

This next step is related to the previous one in terms of the inevitable student or students who are either over-confident or possibly embarrassed and use inappropriate terminology to 'get a laugh.' Another piece of advice from Rebecca is to therefore start the lesson by talking through the related vocabulary include slang words and the correct terms. While this part of the lesson will initially attract a lot of laughter, it introduces a need for respect and the lesson can then move on.

Step 6

As touched on before, having

standardised ready prepared learning content makes the lessons easier for the teacher to deliver and potentially more effective. Certainly, videos that 'play out' related story lines are proving to be particularly successful in terms of learning and developing students' understanding. The students feel comfortable with the format because they all love digital media. The videos in our two Respectful & Intimate Relationships series are designed for Years 10 – 12 students. They encourage teachers and parents to introduce and explore the challenging and important issues surrounding respectful relationships, including consent, sexual harassment, domestic violence, misogyny in pornography and the sharing of intimate images.

Whatever content you use, it is important to get the right balance between being light-hearted but also delivering a very valuable message. When selecting videos on YouTube it's important that they are appropriate for the student's age and not too graphic. Our videos are set in Victorian times, with a dialogue and 'real life' conversations between the actors. While the videos are deliberately light-hearted, they also deliver an extremely impactful message. This is important to ensure students realise this isn't something funny; they are designed to ensure they are suitably concerned and absorbed by the message.

Your chosen learning content should also give the students an insight into the different levels and stages of each RSE topic. Taking sexual harassment as an example, the content should range from 'just a joke' banter that constitutes harassment, through to more overt examples of catcalling and physically invading personal space.

When delivered effectively, relationship and sex education should start children seriously thinking about the impact of people's actions, from a simple joke to abuse. By engendering their courtesy the curriculum should help them to develop a respect for their peers, family and everyone they meet. It's about giving them the confidence to 'see' the issues from a broader perspective, develop a respect for how others may feel and acquire the tools necessary to address issues in their future lives.

Rachel Coathup is a former educator and now learning adviser at ClickView.

ClickView's two original series, Respectful Relationships and Respectful Intimate Relationships series have been specifically designed to provide the tools and resources needed to teach these topics with confidence. Both series are free for both educators and parents to access. www.clickview.co.uk/free-teaching-resources/respectful-relationships

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The future of teaching & learning

Two new books explore how education could and should change in the wake of Covid-19. Young people will have to face up to a very different world, as Artificial Intelligence gathers pace and a plethora of challenges face humanity, from climate change to immense economic and knowledge-related inequalities. They are Anthony Seldon's 'The Fourth Education Revolution Reconsidered' and Society Now's volume 'Education Tomorrow - Learning for the Post-Pandemic World' by Chris Brown and Ruth Luzmore.

"Nothing is more important than changing education to ensure that AI works in the interests of all"

So says Antony Seldon, former head of Brighton College and Wellington College and now Vice Chancellor of Buckingham University.

He suggests five actions for school leaders to consider:

- Reduce early specialisation at schools – at which, says Seldon, 'Britain is particularly bad'. All students until the age of 18 should study the arts, history of art, philosophy, maths, science, and a language.
- Emphasise the human dimension across all education – greater weight should be given to the encouragement of individual responses from students – developing character, problem-solving skills, empathy, curiosity, entrepreneurship.
- Prepare staff to understand learning and analytics, AI, the

delivery of technology so they keep ahead of students rather than lag behind.

- Personalise student learning through AI methods of continuous assessment facilitating life-long learning opportunities.
- Enhance preparation for challenge – "We need to educate the young to celebrate and seek challenge not avoid it".

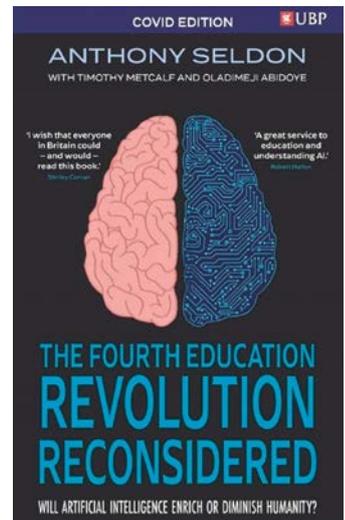
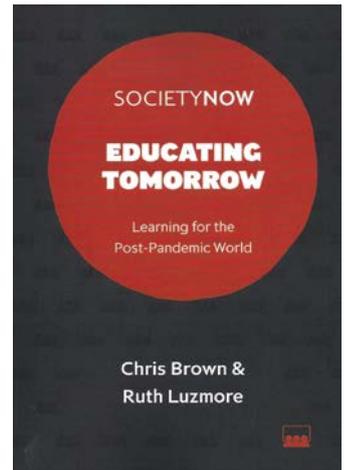
Other chapters in Seldon's book discuss a number of aspects of education and its problems, along with a run round the history of teaching and learning, topics which features also in Brown and Luzmore's new work albeit from a different perspective.

Their journey begins by seeking to understand where education was before Covid-19 hit, while also attempting to predict what is likely to happen in future and what obstacles education

might face. They consider topics as diverse as universal basic income, artificial intelligence, the environment, tackling post-truth, productivity, creativity, the curriculum and more.

They also reflect on the wisdom of the past and the ideas and ideals society may have lost sight of and which might, once again, be helpful. The book concludes with a range of proposals for how education can begin to emerge from the present and negotiate some of the potential problems of the future to ultimately reach a better destination.

"Storing vast quantities of facts in our heads is not likely to provide any particular advantage in future, especially if such knowledge can be downloaded, rather we need to help future citizens use knowledge effectively"... to do the things machines cannot do... grapple with complex and controversial issues; organise, understand and evaluate



knowledge; engage in creative thought.

Chris Brown is Professor in Education at the School of Education, Durham University. Ruth Luzmore is a primary school head.

'The Fourth Education Revolution Reconsidered' is published by UBP at £14.99. ISBN 9781800318243

'Education Tomorrow - Learning for the Post-Pandemic World' is published by Emerald at £16.99. ISBN 978180043663

King's Ely and the Boat Race

King's Ely welcomed the President of Cambridge University Women's Boat Club (CUWBC) into school just days after the crew were victorious in last month's Boat Race on Ely's River Great Ouse.

Sophie Paine, who has been President of CUWBC since August 2020, visited school to meet staff and students from King's Ely Boat Club. Sophie talked about CUWBC's preparations for The Oxford and Cambridge Boat Race and of course their race day victory!

Usually held on The Thames, The Boat Race was moved to the River Great Ouse due to concerns over Hammersmith Bridge and the

implications of hosting such an event in London with Covid-19 restrictions in place. Ely has a proud history with The Boat Race. It was founded by two students, Charles Wordsworth from Oxford, and Charles Merivale from Cambridge – Merivale went on to be the Dean of Ely Cathedral. The first race took place in 1829 and this year was the 166th men's race and 75th women's race.

King's Ely also accommodated crew members from Oxford University Boat Club (OUBC) in the week leading up to the race. Crews stayed in boarding accommodation and enjoyed

delicious meals in the Monastic Barn, prepared and cooked by the school's Catering Team.

With arguably the best stretch of river for rowing in the country, it is not surprising that King's Ely has been a strong force in UK rowing for many years. As one of the major sports available to students from Year 8 upwards, rowing is enormously popular with students.

The King's Ely Boat Club is located just a short walk from school, providing an uninterrupted stretch of water that runs for over 15 miles in each direction, including a 5 kilometre straight, making it the perfect place to train.

Craig Ward, Head of Rowing at King's Ely, said: "To have The Boat Race in Ely this year was a real pleasure. The buzz around the Boathouse and the students was clear to see. Having such a world-renowned event on our stretch showcases how lucky we are to row on the Great Ouse. It was an absolute pleasure to invite CUWBC President Sophie Paine in to talk to our Year 11-13 rowers. Sophie highlighted the dedication and passion that is required to achieve as a student-athlete, and the preparation and focus required in high level rowing."

What you need to know about commissioning an independent review

Last month (April) in response to the growing number of testimonials on the website 'Everyone's Invited', Ofsted published plans for a review into safeguarding policies and practices relating to sexual abuse in state and independent schools and colleges. Several independent schools have already decided to commission independent reviews into claims relating to their pupils. Other schools may now be considering similar action. An independent review can be an effective tool for organisations facing issues of concern, whether relating to specific behaviours and conduct of individuals, broader issues of culture, or safeguarding processes and procedures.

Specialists Ed Marsden and Brian Stanton provide some practical tips for commissioning an independent review...

Independent scrutiny can benefit organisations in a number of ways, by:

- providing assurance of existing organisational processes and decision making;
- identifying matters that may have gone wrong and making recommendations to prevent them happening again;
- improving governance and decision making;
- building public or stakeholder confidence in an organisation; and,
- giving an opportunity to those affected by an issue to tell their story (whether publicly or confidentially).

Practical tips for organisations commissioning a review

1. Scope and terms of reference – it is important to carefully consider the set-up phase of any review. Decisions taken at the outset, particularly around the scope of the review, will determine the speed, cost, and quality of the review, its findings and any recommendations. If the terms of reference are too broad the review can lack focus, resulting in delayed outcomes, and missed opportunities to implement timely improvement. Too narrow, and the review may lack credibility. Consider why a review is needed and what it should achieve. Fact finding in large numbers of individual cases or undertaking significant document reviews will be lengthy and expensive and may not be necessary or

appropriate. Reviews of systemic issues, while still allowing individual participation, can allow for more flexible approaches.

2. Retrieve and safeguard evidence – identify and retain all relevant records at the earliest opportunity to ensure the integrity of the process. Inadvertent destruction of potentially relevant material will undermine trust and could lead to external intervention. Consider the different types of potentially relevant information you hold and its location, e.g. hard copy, electronic, video, audio, etc. It is not uncommon for a review to uncover significant information of which the organisation's leadership was previously unaware.

3. Participants – consider who will have relevant information, such as current and former staff, current and former pupils and their families, and other stakeholders; how will they be contacted and how will their co-operation with the review be secured?

4. Appointment of an independent review team – in circumstances where an organisation is facing criticism of its conduct and/or governance, the layer of independence provided by an external review team adds credibility to the review and its findings and avoids any suggestion of bias. Selecting the right team, with the necessary skills and experience, is crucial to the credibility of the review.

5. Manage the review process – effective management of any review process requires the

commissioning organisation to develop a constructive working relationship with the review team, while respecting its independence and the integrity of the review. Ongoing collaboration will be required on certain issues (e.g. safeguarding).

6. Confidentiality – Absolute confidentiality or anonymity cannot be guaranteed because of safeguarding and other reporting obligations. Organisations should not commit to publishing the final report in full as it may be necessary to protect the personal information or legal interests of people referred to in the report.

7. Support for staff, pupils, families and other participants – adverse incidents can affect everyone involved. The provision of appropriate support and counselling services will be essential.

8. Make immediate improvements – if you have already identified systemic and/or individual shortcomings, take action to put them right at the earliest opportunity. Depending on the duration of the review, it may not be appropriate to wait for a final report. Options include working together with the review team to deliver interim recommendations, or where an ongoing risk is identified, taking immediate action to prevent a recurrence. Any such action will be reflected positively in a final report.

9. Handle communications – if you decide to publish the report consider its audiences, key



Brian Stanton, Director of Innovo Law (www.innovo-law.co.uk) legal specialists in independent inquiries and reviews



Ed Marsden, Founder of Verita (www.verita.net) a leading provider of independent investigative services

messages, what went wrong, lessons learned, actions taken, methods of communication and timing.

10. Implement recommendations – organisations need to ensure that recommendations are responded to and implemented. The review can form one part of an overall strategy for responding to concerns and achieving improvement.

Verita and Innovo Law collaborate on review projects to provide a comprehensive service.

Staff training & teamwork key to pastoral care

Luke Ramsden, Senior Deputy Headmaster and DSL at St Benedict's School (Ealing) discusses safeguarding...



Safeguarding is, of course, a priority for every school in the country, but the last twelve months have given a new focus on the fact that safeguarding includes our duty to be proactive in supporting the mental as well as physical health of students and acting to prevent peer on peer abuse. It has been proposed that the next iteration of Keeping Children Safe

in Education will, among other things, also ask safeguarding leads to be mindful of the educational outcomes of students with serious safeguarding concerns. It is right that we widen the scope of what we do to support the children in our care, and look to be ever better, but it is also important that we also look to see practically what we can do to support safeguarding and pastoral teams in achieving this.

The key word there really is 'team', and schools should be looking to have a team of trained safeguarding leads who can provide all the support needed by our students, and also support each other in these highly pressured roles often dealing with stressful and traumatic events. Increasingly schools are also looking to offer regular supervision sessions for safeguarding leads just as professional counsellors do. Of course safeguarding is everyone's responsibility, and another key to really excellent safeguarding is to provide all our teachers with the best possible training. More and more teachers, for instance, are having Mental Health First Aid training so that they are comfortable in talking about issues beyond the classroom.

The idea of analysing data is generally associated with the academic side of school life, but this too is an area that schools are increasingly using to help them in managing safeguarding and pastoral care. Using online pastoral systems, such as MyConcern, to record

issues means that senior teams can now start to look in detail at what is happening in their school and target their resources effectively. For instance, if it is clear that behaviour incidents are happening more frequently in one part of the school then this could be incorporated into the development plan to redesign that part of the campus to alleviate this problem. If there is a clear trend of growing student anxiety about academic pressure then the PSHE programme could be adapted to include more lessons on how to revise and relaxation and meditation.

Every independent school in the country is keen to stress that it looks after the whole person, and is not just interested in academic performance. With funding for social services and family support ever more stretched this is a claim that will be put to the test, and it is important that schools are as willing to invest in their pastoral care as they are in eye-catching new buildings over the coming years.



To see Luke Ramsden discussing his proactive approach to safeguarding in more detail visit: safeguarding.myconcern.co.uk/St_Benedicts

'Topping out' for new Dyson Building

A topping out ceremony has been held for the much anticipated Dyson Building at Gresham's School, Norfolk. Due to open in September 2021, the new centre for Science, Technology, Engineering, Arts and Mathematics (STEAM) education was made possible by a generous donation from Sir James Dyson who attended the school from 1956 to 1965.

The topping out ceremony, which took place on the rooftop of the Dyson Building, is traditionally held when the last beam (or its equivalent) is placed atop a structure during its construction. To mark this milestone, Michael Goff, Chairman of Governors at Gresham's, ceremoniously poured a beer over the roof and made a short speech to the assembled group which included representatives from Gresham's, the main contractor Kier, architects Wilkinson Eyre and the Daniel Connal Partnership.

A state-of-the-art structure at the heart of the school campus, the Dyson Building spans 4000m² of space and will create a contemporary arts and science teaching facility incorporating classrooms, laboratories, workshops and flexible use open plan common areas. The striking, open, light steel structure has been designed to blend sympathetically with the surrounding buildings. With exposed structure and services, a principle behind the design is for pupils to be able to see how the building functions rather than concealing its workings behind ceilings and linings.

The building of a dedicated centre for STEAM subjects disrupts the established narrative that young people must choose between science and the arts at an early stage of their life. By teaching these subjects side by side, pupils will begin to see how knowledge gained from one discipline can be used in a creative way in another. Creativity and original thinking

have always been the cornerstones of a Gresham's education; the Dyson Building will establish state-of-the-art facilities to see this continue into the mid 21st century.

Douglas Robb, Gresham's Headmaster, (second from left in our picture) said, "As Sir James himself would say engineers are people who look at problems and find solutions. We believe it's

important that young people are given the opportunity to get hands on with real projects, learn through trial and error and find solutions. Sir James' generosity has allowed us to build a space where problem solving is at the heart of our educational thinking. The Dyson Building will act as a catalyst to encourage young people to think laterally, work collaboratively and ultimately learn from their failures."



Picture by courtesy of Kier

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*Once you've identified patterns you can take **preemptive actions** such as introducing new or additional support groups or counselling sessions. Having that very **clear historical record** means that whatever your turnover of staff, whoever has taken over a year group can **know the issues** and the senior leadership team can also consider strategies to **prevent future problems.**”*

Mr Luke Ramsden, Senior Deputy Head
and DSL, St Benedict's School

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Think Global, Act Local

Rewind a couple of decades and there was far less emphasis on children's need to become global citizens. Whilst overseas travel was not rare a decade ago, it certainly felt like a real adventure in terms of a journey into the unknown. Children today travel (at least before the pandemic they did) relatively easily and inexpensively to a much greater range of nations. It's also sometimes hard to believe that not so very long ago, communication with those overseas, meant talking over the phone and writing letters rather than the repetitive strain of thumbs on screens, reflects Jon Gray, head of York House School, Hertfordshire...



Tech devices and use of the internet mean that children are able to gain instant access to resources relating to any country in the world, whether they are seeking that information or just communicating whilst gaming. Building up a greater understanding of the world around us is more easily accessible and social media encourages children to join in a platform where judgments on others are made freely across the globe. Whereas learning about other countries was a staple diet of the curriculum in the past, children may now need more encouragement to participate in the local society they belong within.

Being part of the story

The curriculum of course, still features knowledge of the world especially in subjects like geography and science where topics such as the environment, are thankfully put on centre stage. Children learn about the CO2 emissions of various large nations and may well be conversant with important themes such as the Paris Agreement. Seeing individuals including Greta Thunberg play a real part in that geopolitical landscape, helps children feel they are part of the story not simply observers, which can only be a good thing.

It is important that this admirably broad canvas still attracts brush strokes from the children viewing it. They may not be able to do anything directly about the level of emissions in a major country, but they almost certainly can plant new trees

in their gardens at home or on their school site. That in itself is valuable; a generation that acts will contribute more than one, which “de-platforms” and feels virtuous about itself as a result. As a school we can hope to have a positive impact on this front by educating pupils who set out to leave people and places better than they find them.

The expectation of local communities as to what they can expect from institutions (like schools) and their leaders has never been higher. Therefore, Headteachers and their schools are looked upon to provide reassurance and guidance to the wider community, especially during difficult times. It is easy and correct to say that this is not in our job description, but there is opportunity in community interaction not just threat. Although, communities have lost some of their touchstones in recent times. For example, the local vicar, priest or other religious leader may not be speaking to the big audiences they once did, the traditional Bank Manager is now far less visible, and in many cases the local branch no longer exists. This has changed our perception of community today, but schools remain at the heart of the matter.

Part of something bigger

Schools are continually looking for different approaches to interact with the local community. My current school was fortunate to have the opportunity to host a TED (Technology, Entertainment and Design) Talk linked to the theme of thinking globally

and acting locally, which was both interesting and a good vehicle upon which to act locally and communicate that action. Privileged schools with desirable resources, such as swimming pools, sports pitches or a mountain biking track, for instance may consider acting locally to make those facilities available to those within the community. This helps schools to feel part of something bigger than themselves and for wider society to welcome rather than judge.

Encouraging the school council to engage with local communities, sending older pupils to assist in local primaries or help out with practical support such as litter picking, can all help to give something back and make a difference. Going into the first lockdown, we wrote to all of the neighbours of the school saying that we were here to help them if they were scared or alone, or simply needed practical help with shopping or a broken light. This kind of gesture costs next to nothing, financially, but provides great value and meaningful engagement at a time when people really needed to feel supported.

Children are certainly changing the way they think about their local area today. Something that comes strongly via the lens of sustainability is the importance of “Doing No Harm.” That is immediately related to the environment, but it also goes to areas of vexation such as traffic flow and the aesthetic landscape. The great rush of positive feeling and gratitude towards the NHS

has been a really powerful message for pupils moving forward, because they have been encouraged to thank any medic they interact with, alongside the message “We don't only clap on Thursdays.”

Part of the future

Sometimes of course, the wider landscape is almost too vast to grasp. The individual story of the individual child in another context, is often more attainable and effective. Visiting inspirational speakers who have really been there, seen it and tasted it can be extraordinarily powerful. One way some of our younger children are building their knowledge globally, in a fun way, is by signing up for £8 a month to support UNICEF to receive a postcard every month from Paddington, covering some language, food, geography and context from different parts of the world. There is still something magical for children about something coming through the post.

Over the last year schools have had all too much interaction with “Wicked Problems” of the world. These are complex, rapidly evolving issues with no template to work from as a solution. The pace of change doesn't lessen either and it is vital for schools to recognise that standing still is falling behind. Schools alongside other organisations will face much greater demands in the future and the paradigm of how to respond is key. As Shackleton said, “Difficulties are only something to overcome, after all.”

Major building investment

Dame Allan's Schools has announced an £8m development which will transform its arts facilities, create spacious new classrooms and science labs, and a well-being centre for its dedicated pastoral team.

Work will start in the summer and will provide additional space and new facilities at the historic senior school site in Newcastle.

The development will see some dated buildings demolished to make way for three new art rooms and a central art exhibition space for showcase events, some of which will be open to the public.

It will create a new sixth form space within art, as well as design and technology. In addition, the development will free up room in the school to create a well-being centre, which will be home to the school's pastoral team of three counsellors, psychological therapist and the Chaplain.

The 16 rooms being built will include six additional classrooms and three new science labs. The environmental elements of the project will include a large living wall on the North side of the school, with electric charging points for vehicles.

The development was due to start last summer, but it was put on hold due to the Covid pandemic, as the school wanted to focus on supporting those parents who had been financially impacted by the crisis.



Principal, Will Scott, pictured, said: "This is a significant and exciting development in the history of the Schools. Dame Allan's is very popular, and the investment will provide much-needed space for our pupils as well as ensuring they're learning in the very best environment.

"The section of the school being replaced has been added to considerably over the years and so this development will provide a much more pleasant and fluent journey for our pupils as they walk through school. It will also provide a home to our pastoral team who do a fantastic job here in looking after our children.

Dame Allan's offers a Diamond model of education, whereby girls and boys study alongside each other in its Junior School before going to separate boys and girls schools and reuniting in the Sixth Form.



Showjumping her way to the top

Bishop's Stortford College Prep School pupil, Tilly Dickinson-Gaunt, has won the Winter Pony Finals National Showjumping Championship, held at South View Equestrian Centre in Wetenhell, Cheshire.

Up against a start-list of 24 other competitors, 12-year-old Tilly held her nerve in the Springboard 138cm Final, posting the only foot-perfect round with her 18-year-old pony Freddie. Freddie and Tilly are a 'new partnership' having only been training together for 6 months.

Tilly commented "Freddie has got a friendly and relaxed personality at home. He brightens up in the

ring and can be strong, but he knows his job and helps me out. I've only ridden him since October and because of lockdown this is only our sixth show [...]"

Tilly, who only started British Showjumping two years ago, trains with her coach every Thursday as well as practicing after school for 2 hours each evening. This is Tilly's first championship win.

As well as representing the school at various competitions almost every weekend, Tilly also competes for Suffolk on the area team and her dream is to show jump at Olympia in the 138cm height pony final.

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Prince Philip, Duke of

Close & treasured connection



There are very few schools where one person links their founding year to the present day; until a few weeks ago Gordonstoun, Moray, had just that, writes Principal Lisa Kerr...

The life of His Royal Highness Prince Philip, The Duke of Edinburgh, was a remarkable one.

When the Headmaster of Salem school Kurt Hahn fled Germany having been briefly imprisoned for opposing the rise of Nazism, Prince Philip of Greece (as he was then) soon followed, and in Autumn 1934 he was the tenth pupil at the newly established Gordonstoun on the Moray coast.

Following a nomadic childhood, the stability and security of his new home at Gordonstoun was highly valued. He built a hugely successful school career and was a natural leader. He became Captain of the Hockey and Cricket Teams and ultimately 'Guardian' (a word which better describes the caring nature and responsibility of the role than 'Head Boy'.) He was also amongst the first 'Watchers'...the precursor to the

local coastguards. For sailing was the most notable of his interests - and Hahn's 'classrooms on the sea'.

Prince Philip's love of the sea permeates the Gordonstoun archive. He is said to have been 'well known at the harbour' in Hopeman and photos show him engaged in boat maintenance and even lying along a small boat with a wide grin and his foot guiding the tiller. Photographs given to the school just before his funeral show him confidently at the helm of a wooden yacht and, later, doing the washing up. On an adventurous trip from Buckie to Norway he is recorded on the crew list as 'lamp-trimmer', suggesting good humoured jesting as it was the lowliest of jobs on any boat.

This clearly set him up for his distinguished naval career until royal duty called. His love of the sea, however, endured. He was a lifelong sailor and a frequent visitor to his beloved Hopeman Harbour. More recently, in 2009, he was one of the 100 oldest alumni who visited Ocean Spirit (Gordonstoun's current sail training vessel) to celebrate the school's 75th anniversary. He arrived in a converted London taxi to avoid being spotted, and went on to quiz the crew of staff and students with tricky technical questions.



Pictured: One of the two portraits of Prince Philip displayed at Gordonstoun

When Prince Philip had sons of his own, he sent them to his old school, clearly hopeful that they would love it as he had... and as a parent (and later grandparent of Princess Anne's children Zara and Peter), he was hugely supportive of their school endeavours. Prince Edward's housemaster recalls that he and the Queen would come to watch drama performances, sitting in the specially reserved seats which simply had a handwritten paper sign saying 'Mum' and 'Dad'. This was typical of the informality with which they liked to conduct their visits which also saw the Duke preferring to eat in the refectory with students.

It was his desire to share his experiences at school which led to the Duke of Edinburgh's Award. I have it on good authority that, in early meetings to establish the award, Kurt Hahn was completely dominant and the Duke

deferred, respectfully, to his old Headmaster. The resultant award scheme has changed the lives of millions of young people from across the globe.

Two portraits of Prince Philip hang here in Gordonstoun House. In the first, as a newly appointed naval officer he stands, binoculars in hand, looking out to sea. Having been asked to stand for the painting at very short notice and, not having the correct uniform to hand, he had to make the white cravat he is wearing out of a pillowcase! The other, painted later in life, is hung in our principal public room, and so his role as 'watcher' over the Gordonstoun community continues; safeguarding no longer the Moray coast but instead our school, our students and inspiring the next generation to grasp every opportunity and live a life of service to others.



Pictured: During the Gordonstoun memorial service to Prince Philip - Lord Lieutenant Seymour Munro and student piper John Prendergast

Edinburgh 1921–2021

Memories of a remarkable day

Felsted School, Essex, has particularly fond memories of Prince Philip, who visited the school on 6 May 2014, as part of its 450th Anniversary celebrations, alongside his wife HM The Queen.

It was a memorable day for all our pupils, staff and village community, who all had the opportunity to see the royal couple as they arrived by car and departed by royal helicopter.

Felsted Headmaster, Chris Townsend, who was Deputy Head at the time, had full oversight on how the whole day was planned; "It was certainly a military operation to ensure it ran smoothly, but we were delighted with how the day went; there were so many little touches that one could talk about, but the royal couple seemed to connect with so many of us on different levels; they spoke to our youngest Prep pupils who presented a tableau of Felsted through the ages as well as our Senior students who showed their displays of Felsted activities. Prince Philip was particularly interested in our pupils who were taking part in the Duke of Edinburgh Award, and spoke at great length to them about their endeavours. The royal couple were very relaxed, informal and absolutely lovely.

The Royal Visit was separated into two parts; the first was a

private lunch, prepared by Felsted's nervous but excited catering department; followed by a special assembly where Her Majesty unveiled two plaques. These plaques commemorated the 450th anniversary, and also the rebuilding of Follyfield boarding house.

Her Majesty and His Royal Highness, The Duke of Edinburgh, arrived at Felsted to glorious sunshine. They drove across The Front to be greeted by Felsted pupils and staff. Upon arrival at the Lord Riche Hall, which was opened by Princess Anne in 1989, the Royal couple were greeted to the National Anthem, played by Felsted's Corps of Drums.

Her Majesty and His Royal Highness were then escorted to lunch by the Headmaster, which began with a Smoked Salmon and Asparagus Terrine, before everyone enjoyed Pheasant Smitane in a Madeira, Mushroom and Cream Sauce. This was finished off beautifully by Spiced Pears poached in Red Wine. Head Girl at the time, Lydia Carrington, who sat next to HRH Prince Philip at lunch, commented; "They were both so down to earth and easy to talk to. His Royal Highness was asking me all about my Duke of Edinburgh Gold award. I don't think it will sink in properly until later on this evening that I actually met them!"



The 450th Anniversary Ceremony followed, with short speeches by the Chairman of Governors and the Headmaster. These were also accompanied by some wonderful singing, including Vivaldi's 'Gloria' and a mesmeric performance of the Felsted 450th anthem, 'Let The People Praise You', specifically composed for this year by Alexander L'Estrange.

Head Boy at the time, Sam Seacombe commented; "It was awe-inspiring to sit on the same table as one of the longest reigning monarchs and Prince Philip, and talk with those who have such a depth of experience. It will be difficult to beat this moment!"

Members of the Felsted Common Room presented HM the Queen and HRH Prince Philip with a painting titled 'Carol Service Felsted School 1972' by David Plested, formerly of the Common Room. Her Majesty and HRH the Duke of Edinburgh

were also given a leather-bound copy of 'Garde Ta Foy: The Riche Heritage of Felsted School' by Alastair Grierson-Rickford, former Common Room member and Felsted Historian.

There was also a presentation of a boot scraper, which is part of a Royal tradition here at Felsted, as HM the Queen Mother also received a boot scraper on her visit for the 400th anniversary. Following the anniversary ceremony, HM the Queen was presented with a posy of flowers by the youngest pupil. She also received a FelSTED bear and HRH the Duke of Edinburgh received a Felsted Tie from the Deputy Head of School.

With great excitement from all the pupils, Her Majesty and His Royal Highness departed by Royal helicopter and could be seen waving to the children as they flew into the distance.



DofE awards – tribute to a lasting legacy



Richard Godfrey is Director of Outdoor Learning at The Abbey School, Reading, which is a Directly Licensed Duke of Edinburgh Award Centre, recognising the expertise to license its own programme of activities under the DofE Award heading. Here, Richard reflects on what DofE means to him and to the Abbey girls who participate in the scheme...

I first came across The Duke of Edinburgh's Award when working as an Instructor at Outward Bound Loch Eil in Scotland. The Duke of Edinburgh was also patron of The Outward Bound Trust at this time. Schools would bring their pupils to us for expedition training and supervision. I immediately loved the idea that the aim was for participants to complete the expeditions on their own, unaccompanied and self-sufficient, taking responsibility, solving problems and decision making for themselves on the way. This fantastic learning model has influenced my own educational ethos ever since.

A few years later I became the DofE Award Manager at The Abbey School in Reading. The DofE Award is part of school life and complements academic studies perfectly. Each year more than 95% of Lower V will enrol on the Silver Award with more than three quarters completing. It is part of the fabric and culture of the school. Conversations about the

DofE Award are as common in the corridors as conversations about academic subjects.

The DofE Award gives a great framework for our students to choose a balanced selection of extra-curricular activities. Some will be through school with teacher support and many will be organised out of school by the students themselves.

Expeditions give a lovely opportunity for student and staff interaction on a more informal level. We have a brilliant team of teachers who help create a joyful expedition atmosphere. Interestingly, and perhaps uniquely, we run our Silver Expeditions during Upper V year, giving valuable weekends out in the countryside to break up what can be an intense and stressful year. Our Silver Qualifying Expedition forms the conclusion of Upper V following GCSE examinations, which ends the year on a positive outdoor high.

One of the brilliant things about The DofE Award is that it requires

practical experience, theory doesn't help! Students need real experiences to learn from and The DofE Award provides a balanced mix of real experiences. We need to experience the world outside of school, to meet different people, to spend time in different situations, and to work out what to do when things don't go to plan. We can't build resilience without having a variety of experiences to fall back on.

An inspired element of the award is emphasizing the outcome and the individual, not the detailed content. Giving time for others, developing skills beyond the prescribed curriculum, regular physical exercise, and spending an extended period in the countryside on an unaccompanied challenge, are all worthwhile development opportunities. It is fantastic that we can reward and recognise these otherwise disparate activities in a holistic award. The fact that completion is not a foregone conclusion also motivates our students to complete their awards.

Pandemic circumstances and lockdowns have been challenging, yet our students have shown themselves to be adaptable and creative. Activities have been remote and individual – we have seen face mask making and online activism, music by Zoom and an explosion of cookery skills, online workouts and local walks. Perhaps the DofE Award has encouraged activity and engagement where there might have been none.

The Duke of Edinburgh's influence has been clear on my career, firstly with Outward Bound and more recently with The DofE Award. I have been lucky enough to meet him a couple of times and, as many people have said, he was engaging, interested, and easy to talk to. I have worked in some fantastic places with brilliant staff and wonderful students, and still enjoy seeing those moments of real learning happen. I look forward to seeing many more students relishing the experiences and adventures that their DofE Awards can take them on.

Award 'more relevant than ever'



The last year, punctuated by school closures, has been challenging for many pupils at schools across the country. Opportunities for teamwork and interaction with peers have been less forthcoming than usual and the risk of isolation has taken centre stage. Despite HRH Prince Philip's passing, these conditions have created an environment where the award that bears his name is more relevant than ever, suggests Martin Myers-Allen, Duke of Edinburgh's Award Director at Framlingham College.

Originally envisioned by Philip as a "do-it-yourself growing up kit," the award's focus on activity, skills and community makes it the ideal preparation for a world that is prone to rapid, unexpected change.

The Duke of Edinburgh's Award is a wonderful coming-of-age experience, and one which propels young people into a lifetime of successful problem-solving, teamwork and confidence in themselves. The award encourages young people to bond with their peers and reach out into their communities. It takes pupils to new places, encourages camaraderie and * www.dofe.org/run/getinvolved

pushes them to learn what they are capable of.

The award helps pupils to develop into well-rounded global citizens, something that we hold as our highest priority at Framlingham. In a world which – as we have all recently been reminded – is anything but predictable, the Duke of Edinburgh's Award prepares pupils to overcome unforeseen challenges. There are few life skills as valuable as perseverance, faith in oneself and the ability to work effectively with others, and each of these is central to the programme. We can't know what tomorrow's

world will look like, but we can be confident that pupils that have made it through the Duke of Edinburgh's Award will be better prepared for it.

I have watched as over 6,000 young people have overcome challenges, learned about themselves and gained confidence through the process. We believe that the award is so vital that we have placed it on the timetable for all Year 9 pupils and encourage teachers and administrators at schools across the country to spur pupils on to take advantage of this marvellous programme.

If your school is not yet a licensed provider of the programme, now is the time to contact your local office* and start the application. For schools that are already licensed, I advocate a broad push to get more pupils involved.

I was fortunate enough to have met the Duke of Edinburgh on several occasions, as were our pupils who achieved their Gold Awards. His infectious, unfaltering enthusiasm and leadership will be sorely missed, but the award will go on as a worthy legacy.

Free Shakespeare play screenings

To mark the anniversary of William Shakespeare's birth and death on 23rd April, Guildford School of Acting (GSA) has made screenings of its recent productions of two of Shakespeare's plays freely available to schools. Both are online now.

The contemporary setting of an abridged version of Hamlet, which nonetheless uses the original language, is ideal for secondary school audiences. With its focus on the core plot and younger characters, its sword fighting, high emotions and ghostly apparitions, it is a highly engaging introduction to what is arguably Shakespeare's most significant play. At under two hours – significantly less than the typical four hours of the full play – it can be conveniently watched across two lessons.

Richard III is also transposed to a modern setting with the action taking place at the turn of the 21st Century as the former Soviet Union crumbled and a new generation of oligarchs jockeyed for power. The play, always one that speaks to us of a world in crisis, tackles what happens when leaders lie, when countries believe those lies and when state sponsored assassinations become normal. Performed by Actor-Musicians, the



use of specially-composed music, performed on stage, heightens the poignancy and builds engagement with audiences.

The shows were selected, rehearsed and produced with Covid-security at the forefront of planning. Clever blocking and choreography ensured performers remained socially distanced, offering drama teachers an interesting angle. Creative

teams had to discover fresh new interpretations of the scripts to communicate concepts like love and torture, which are normally expressed using touch.

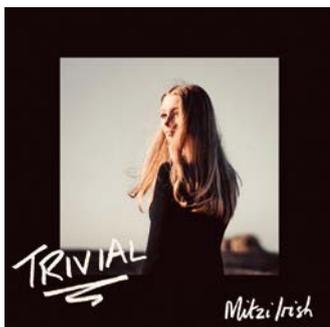
Professor Sean McNamara, Head of Guildford School of Acting, said, "The pandemic has inspired a new era of storytelling, technological advances have provided a platform for presenting our productions to

a wider and more diverse audience, helping to bring theatre, something we have all been deprived of since the spring of 2020, and the works of Shakespeare to life for young people studying his plays. These productions of Hamlet and Richard III inject new energy into these well-known plays. We hope you enjoy them."

To access the shows, visit <https://gsauk.org/community>

Mitzi's debut single

16 year old Mitzi Irish, a Year 11 pupil at Shebbear College, Devon, has released her debut single, 'Trivial'. It is available to stream on Spotify, Apple Music, Amazon Music and iTunes.



Mitzi, who describes her music as "somewhere between acoustic and pop", wrote Trivial over Zoom during lockdown with London-based producer and writer Andy Gilbert, with whom she has been working over the last six months, along with her Manager, Haydn Williams.

"Writing Trivial was a really strange but wonderful experience." said Mitzi, "It was the second song on which Andy and I worked and we completed it really quickly. I had a voice memo on my phone of the hook, which I'd written months prior, and I sent it over to him along with a playlist of songs I

wanted the production to sound like. When we went on Zoom a few days later to write the rest, he'd already constructed essentially the entire instrumental. We finished the song that afternoon, and then I recorded all my vocals from home and sent them up to London!"

Talented Mitzi, who plays the guitar and piano as well as singing and song writing, has been passionate about music for as long as she can remember. She wrote her first song at just nine years old and performed at her first public gig when she was thirteen.

Mitzi is currently studying for her GCSEs at Shebbear and successfully manages to juggle her school work and music. Head at Shebbear College, Caroline Kirby, said "I am absolutely delighted for Mitzi as I know she has put a lot of hard work, passion and dedication into this and it's paid off. To have released a single at the age of 16 is just fantastic and she should be very proud of her accomplishment - she certainly has a very bright future ahead of her. I streamed Trivial as soon as it was out on Saturday and it's brilliant, very catchy and upbeat - I am definitely a fan!"

Listen to and stream Trivial via the link: <https://distrokid.com/hyperfollow/mitziirish/trivial>

Changes to chorister offering

The King's School, Worcester, in conjunction with Worcester Cathedral, are thrilled to announce a significant change to the chorister programme that presents equal opportunities to boy and girl choristers. In a historic first, the change will not only see boys and girls taking an equal share in choristership, but also see girls join from a younger age and, like the boys, have access to scholarships at King's Worcester.

Worcester Cathedral has long been a place where choral singing of the highest standards has thrived. Choristers have been educated exclusively at The King's School since the Refoundation by Henry VIII in 1541, with each chorister receiving a choral scholarship towards their fees.

The girl choristers were established in 2006 and are currently accepted from Year 7 and play an important part in cathedral worship. The choristership consists of separate boy and girl choirs who sing weekly at Evensong and contribute to other services throughout the year.

This significant new initiative seeks to build on the inclusion of girls, by opening up the choristership opportunity to girls from Year 4 in September 2021, plus sees them take an equal share in weekly chorister commitments.

Choristers receive a 30% fee remission at both King's St Alban's and King's Worcester during their time in the choir.



Choristers do not miss school time to attend choir commitments. They receive vocal coaching sessions which are essentially peripatetic music lessons, but that is the only regular activity held within the school day. Morning rehearsals take place before school starts, and afternoon commitments take place after school ends. The cathedral timetable is carefully designed so as not to impinge on school schedules.

Richard Chapman, Head of King's St Alban's, commented: "We are delighted and welcome this exciting change in that choristership now

reflects the equality that King's St Alban's is passionate about. I am thrilled that our Cathedral Choir is already open to both boys and girls and that from September, children of all ages will benefit from both world-class choral training and a first-rate education at our school. It's a significant commitment to be a chorister and a wonderful opportunity. Choristers enjoy a stimulating and nurturing experience, develop a whole raft of skills, often go on to successful careers in many fields and develop a life-long passion for music."

The Dean, the Very Rev'd Dr Peter Atkinson said: "I am delighted that we are now able to make this very significant step forward, giving the girls of the Cathedral Choir the same opportunity as the boys, and at the same time opening up fresh opportunities for children and young people right across the local community. The Cathedral Chapter is very grateful to the Governors and Headmaster of The King's School for their support for this, which will benefit the Cathedral, King's, and the City."

Instrumental Music Festival

Musicians at King's Ely were on fine form in this year's lockdown-tailored Senior Instrumental Music Festival at the end of last term.

Director of Music at King's Ely, Neil Porter-Thaw, and his team were determined for the annual musical extravaganza to go ahead despite the restrictions.

The festival saw musicians in Years 9 to 13 battling it out in year group safety bubbles ahead of the Finalists' Concert.

The concert was streamed live from King's Ely's Recital Hall

and more than 410 devices from around the world tuned in. Competition was fierce but renowned musician Sarah James, who adjudicated on the evening, declared Miriam Reveley (organ) as Senior Instrumentalist of the Year (Walser Trophy), and Eleanor MacGillivray (piano) was Highly Commended. Ayala Gate (flute) won Intermediate Instrumentalist of the Year (Walser Cup).

Mr Porter-Thaw said: "Thank you to everyone who made the festival such a wonderful success. It appears one good thing that



has come out of lockdown is the amount of time students have devoted to their instruments – the

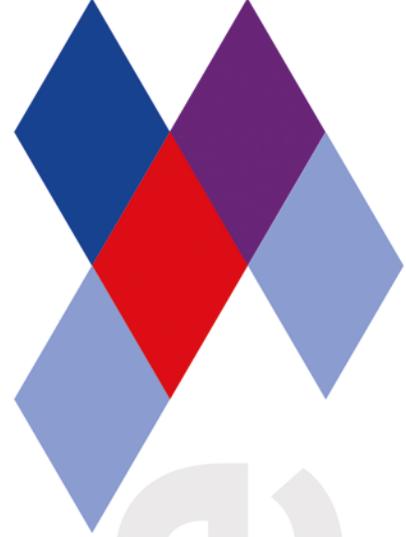
improvement in some areas is astonishing."

Pictured: Neil and Sarah with Miriam

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Dance

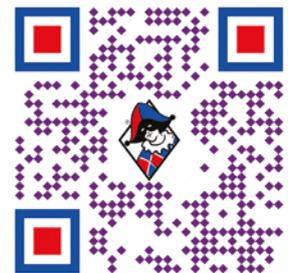
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Film Festival Finalist



Screenwriter Rosalyn Harper, a Sixth Form student at Bolton School Girls' Division, was a recent finalist at the Prague International Film Festival. After one or two false starts, her first completed film script 'BabyDoll' proved a roaring success, having been submitted to the competition via FilmFreeway, a website where filmmakers can post their work and enter festivals.

Outlining the plot, Y13 student Rosalyn said: "It revolves around a grief-stricken detective whose daughter disappeared, having seemingly run away. However, he maintains that she was kidnapped and when he comes across a couple involved in crime – an older man and a younger girl – he becomes convinced that it is his daughter. Ultimately it transpires that he was wrong and has fallen too far!"

Speaking about her inspiration, Rosalyn admitted to being a big

Quentin Tarantino fan: "I've always been impressed by the contrast he builds between glitzy, bright settings like Palm Springs and the dark themes that run throughout his work. Acting was actually my first passion, I have performed in many school plays and was with Bolton Octagon's Youth Theatre for many years. That background has definitely helped me. When I am writing a character's lines, I often think if this was a character in a play, what would they be likely to say next?"

Rosalyn has almost completed her second script but, with exams on the horizon, she also needs to focus on her studies. "I am currently taking A levels in English Literature, History and Drama and I hope to go on to read History at university. Longer term, I would love to pursue a career in film, be that in scriptwriting, editing or directing."



Best Senior Drama

A virtual performance by Year 11 and Year 13 Drama students at Farlington School, Sussex, has been named 'Best Senior Production' in the Independent Schools Association (ISA) Drama Competition.

When Farlington's Head of Drama & Theatre, Emma Spires, heard about the 2021 ISA Drama Competition – to be held online for the first time due to the pandemic – she began to hatch a plan. "I knew it would be tricky entering a recorded performance rather than performing live," she says. "But I was certain we could do something creative and entertaining that would give the students the chance to perform and bring back some 'drama' to the Drama Studio."

The students were keen to perform a short scripted piece that was serious, funny and relevant, so the search for a play began. After reading copious scripts, Emma came across TEEN, a selection of short scenes and monologues examining the social and emotional issues faced by today's teenagers,

written by Australian playwright Kristen Doherty.

"Kristen was fantastic and encouraged us to run with the play," says Emma. "She was happy for us to interpret it in any way we wanted; that type of freedom is very rare with scripts."

Rehearsals began shortly afterwards, with COVID restrictions making things more complicated than usual. "It was obviously necessary to keep numbers low, so in addition to the small cast we had just one person controlling sound, lighting and camera," explains Emma. "But rather than seeing this as a problem, we embraced the challenge."

In just three weeks, the final performance had been recorded and Emma sent it off on the last day of term before the Easter break. A nail-biting three weeks later, the winners were announced, with the Farlington performance of TEEN named 'Best Senior Production'.

Young composer strikes the right chord

A piece of music written by a student from King Edward's School, Birmingham has struck the right chord with judges to win the Benslow Music Young Composers Competition 2021.

Year 12 student Christopher Churcher won the 18-years-and-under category for his piece Very Early Spring, which will be performed as part of the Benslow International Concert Series in August.

The competition invited applicants from across the UK to compose a piece of music for one of five poems on the subject of spring to be performed by two professional musicians. On Friday 16 April, five shortlisted composers took part in a final workshop in which they heard

their compositions performed by soprano Sarah Leonard and pianist Stephen Gutman, before the winner was announced by the judging panel comprising the two musicians, Benslow Music President and Master of the Queen's Music, Judith Weir CBE, and Chief Executive of Benslow Music, Peter Hewitt.

Dr Martin Leigh, Director of Music at King Edward's School, said: "Christopher is an outstanding and hardworking young musician and composer, and to win this competition is an incredible achievement. Very Early Spring is a wonderful piece of music and we're very much looking forward to hearing it performed later this year."



Assessing Assessments



Richard Lamerton is Head of Geography and KS4 and Exams Officer at Hulme Hall Grammar School in Stockport. Here he reflects on the situation over this summer's cancelled exams...

Lots of young people have had their GCSEs, A Levels or other exams cancelled because of the coronavirus (COVID-19) pandemic, causing uncertainty and anxiety for many pupils and their parents. We waited with bated breath for Ofqual, and then the exam boards, to let us in on the big secret as to how our pupils would be awarded their grades this year. The Easter holidays approached and we kept waiting for news...the overriding thought of teachers was "how could a contingency plan for this year not have been organised already?" We broke up for Easter on the Friday afternoon and later that day came the announcement. "No exams but assessments instead, exam boards will let you know more soon". The days ticked away as pupils, parents and teachers waited to hear the grand plan.

For some students this will be a great relief; the lead up to exams can be stressful and cause a lot of

anxiety. However, the news may also have caused a lot of upset for students who might feel as though they have worked extremely hard over the last two years and this makes them concerned a lot of their sacrifices were worthless. The message to pupils is that it is important to remember that your hard work is not wasted because the knowledge that you have gained is still so valuable. Education was never introduced to test young people; it was to build transferable skills, acquire knowledge and allow children to grow emotionally as well as academically.

We now focus on gathering the evidence to allow pupils to be awarded the grades that their work deserves. At Hulme Hall we are fortunate to have small class sizes, staff know their pupils well and evidence is relatively straightforward to gather. Our Year 11 bubble did not burst and we switched very quickly to remote learning. I am

Grading system & autumn exams

Ofqual has confirmed details of how data and evidence of a student's grades will be submitted in this summer's awarding, and arrangements for examinations in the autumn.

Schools and colleges will be submitting their students' grades from 26 May until 18 June 2021. Once the grades are received, every centre will be asked to provide samples of student work.

Centres should retain the work and records of marking or grading judgements as exam boards will request samples after 18 June. It will also be needed if a student wishes to appeal their result.

Students who receive a teacher assessed grade this summer will be eligible to take GCSE, AS or A level exams in the same subject in autumn 2021, Ofqual has confirmed.

confident that our pupils will receive the grades they deserve. It will be hard work for all involved but there is no other option than to make this work.

Pupils up and down the country should not be disadvantaged

This also applies to those students who exam boards believe would have sat exams in summer 2021 had they not been cancelled.

Ofqual has also decided that:

- exam boards will have to offer exams in all GCSE and A level subjects and AS exams in biology, chemistry, further maths, maths and physics; exam boards will be able to offer AS exams in other subjects if they wish
- exams will be in their normal format, with no adaptations made
- grades will be determined by a student's performance in an exam for all subjects, except for art and design qualifications
- AS and A level exams will be held in October, while GCSE exams will take place in November and December

because of the pandemic. Was there a better way of organising how pupils should be assessed and awarded grades this year? I honestly do not know but I would expect there to be a plan A, B and C put in place by the decision makers for any future challenges the sector faces.

Site opportunity with potential for School use Former Greenwich Magistrates Court



- De Villiers Commercial are instructed to seek expressions of interest from Schools and other education organisations who are seeking expansion opportunities in London
- Site of the former Greenwich Magistrates Court
- 1.01 acres (0.41 ha) situated on the corner of Blackheath Road and Greenwich High Road
- Scope for significant redevelopment. Current consent is for a 110,000 sq ft mixed use scheme
- Potential for School/Education use subject to planning
- Owner of site open to delivering a purpose built School
- Subject to planning | Subject to Contract | All images indicative



All expressions of interest to be advanced to Paul Wise or Tom Warren at De Villiers Commercial
020 7367 7554 | paul.wise@dvcommercial.co.uk | tom.warren@dvcommercial.co.uk

allmanhall proves its 'Worth' and secures significant contract extension

allmanhall, the independently owned food procurement expert, is pleased to announce that its contract with Worth School, Sussex, to provide an operational catering consultancy, with food and catering related purchasing, has been extended.

Overview

In 2014, Worth School engaged allmanhall after a benchmark demonstrated that by partnering with these food procurement experts to manage food and catering related purchasing, a saving of 13.93% was realisable.

In addition to cost savings, the school's objectives included administrative and process efficiencies and access to expert operational catering consultancy.

After the most recent review of the partnership, Worth School have expressed their satisfaction and have extended the contract once again.

"I am certainly happy to agree to an extension. The market is so uncertain at the moment with COVID and Brexit that the value you [allmanhall] bring is worth every penny."

Paul Bilton, Chief Operating Officer, Worth School

Background

Worth School is a co-educational Roman Catholic boarding and day independent school for pupils from 11 to 18 years of age, in West Sussex. The school has over 600 pupils, of whom 300 are full boarding. They proudly operate a very busy and complex in-house catering service.

In 2014, Worth School engaged allmanhall after a benchmark demonstrated that, by partnering with the food procurement expert to manage food and catering related purchasing, a saving of 13.93% was realisable and other objectives such as administrative efficiencies and access to support would also be made possible.

About allmanhall

Established in 2006, allmanhall is an independent, family owned and managed business providing expert food procurement and supply chain management, combined with hands-on catering and nutrition advice. Working in a partnership with its clients, allmanhall's purpose is to deliver the best food, the best cost savings, and the best support.

As procurement experts, allmanhall provides full management of the foodservice and catering-related supply chain. Clients enjoy essential food cost savings as a result of allmanhall's supplier negotiations. In addition to procurement support, allmanhall provides exceptional foodservice consultancy, including nutrition and dietetics support, headed up by allmanhall's Registered Dietitian.

Working across a range of sectors, allmanhall is particularly well established in independent education. allmanhall employs thirty-five people and manages over two hundred suppliers, working with clients across England and Wales. Utilising the latest industry-leading technology, procurement expertise and a focus on relationships, both with clients and suppliers, allmanhall has positioned itself as a market leader in the foodservice industry.

www.allmanhall.co.uk

What did the client need?

Worth School's objectives were to achieve: Food cost savings, as demonstrated in allmanhall's benchmark

Streamlining of controls within the catering department, with a view to improve service levels and consistency of the school's foodservice offering

Administrative savings for both the catering and finance teams

Retention of selected valued suppliers, whilst ensuring they remain competitive and are integrated into allmanhall's supplier management framework and catering software platform.

What was the result?

After several years, Worth School undertook a full review of the allmanhall relationship. More recently they have undertaken a second evaluation. Both reviews have resulted in contract extensions and strengthening of the existing partnership, with allmanhall continuing to prove their expertise via impressive results and to deliver for Worth School:

- Supplier tendering and price mitigation, which identified a further 11.53% improvement
- The financial benefits and savings initiatives delivered by allmanhall have contributed to supporting the school's comprehensive and ground-breaking 2019 refurbishment of their dining facilities
- Continuous proactive supplier management to drive consistent and ongoing benefit for the school – for example, housekeeping spend is now also managed by allmanhall

- allmanhall's industry-leading catering software platform coupled with trading support from allmanhall, have brought financial control and visibility to the team, enabling:
 - monthly stocktaking
 - administrative efficiencies and a reduction in volume of invoices, from 2000 per year to less than 120 per year
 - ...partly through the integration of EDI. This currently covers 55% of supplier volume and is steadily growing
 - tracking of a high volume of (sometimes complex) internal transfers, via the set-up of 223 transfer centres. 11 cost centres have also been created, bespoke to Worth School, improving administrative processes
 - inputting of 198 recipes, facilitating more accurate costing, stocktaking, wastage tracking and allergen management
 - ongoing improvements and systems innovations and integrations: tablet based stock-taking, a labelling package and more. The latter will ensure Worth are ready in advance and enable compliance when Natasha's Law comes in to force from 1 October 2021.
- Day-to-day support from a dedicated Client Support Advisor at allmanhall, handling supplier issue resolutions so that the in-house team at Worth can focus on catering operations
- Regular reviews and operational consultancy from a vastly experienced team led by

What did the client say?

"I have worked with allmanhall since appointing them in 2014, and I have certainly seen the financial savings, and their ongoing effective mitigation of supplier price increases. I also greatly value the administrative time savings. Nothing is too much trouble for allmanhall's support team to assist us with, and I really see them as an extension of our catering operations. The support and reassurance that this partnership brings has allowed me to focus on enhancing our pupils' dining experiences and environment to a new level of excellence."

Emma Hickmott
Domestic Bursar, Worth School

allmanhall's Director of Client Relations, previously a school Head of Catering himself

- Additional support activities are myriad and habitually reviewed then tailored to fit Worth School's needs, for example:
 - regular allergen training delivered by allmanhall's Registered Dietitian
 - food innovation days delivered by allmanhall's Development Chefs, on topics ranging from fish and seafood to vegetarian and vegan menu ideas

After the most recent and second review of the partnership, Worth School have expressed their satisfaction with allmanhall's performance and the results being achieved, agreeing to yet another extension of this successful relationship.

What would a 15% cost saving mean for your school?



allmanhall are food procurement experts, specialising in independent education

We currently save schools an average of 15%

Covid-19 and Brexit have made it even more essential to reduce catering costs and expertly manage your food procurement. Ongoing uncertainty and challenges with budgets and fees are the new reality.

We will help.

"...absolute experts in their field, delivering the best food at the best prices along with the best support.

We find allmanhall proactive in managing price increases and even decreases, and extremely responsive when needed.

Nothing is too much trouble... a truly essential service...

a critical partner without whom we could not achieve the support or savings we see today."

- Chris Ingram, Head of Catering, ACS International Schools

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Innovative, future focused curriculum

Pocklington Prep School, Yorkshire, is launching an innovative new curriculum 'The Curiosity Project', designed to develop vital skills such as independent thinking, critical analysis and teamwork. The new curriculum will prepare pupils not only for their next steps in education but for their futures as innovators, collaborators, leaders and more.

Each half term pupils will work together on a broad conceptual question such as 'can people change?' or 'what does it mean to be free?'. Pupils seek to answer this question by delving down into subject-specific skills and knowledge to develop their thoughts and ideas.

This innovative process of 'enquiry sequence' is not all pre-planned by the teacher. Rather than being told what they will be studying, pupils learn and make discoveries as they realise they need to know about them, to help them answer their conceptual question. The teacher facilitates the process and has a clear set of concepts, skills and knowledge they aim for the pupils to cover but is flexible in their approach and is open to risk-taking and to worthwhile 'diversions' in the learning.

The conceptual questions are carefully mapped out across each academic year and all require discovery, enquiry and analysis. Puzzles and new points for development are introduced to cause pupils to question and enhance their ideas as they work towards an answer, utilising new and traditional subject areas of, for example, history or science, in a different way.

The usual 'timetabling' of subjects across a week will change as pupils' learning may take them into week-long scientific investigation or a full

day of researching and writing reports. Every classroom will feature a 'timeline display' mapping out the 'enquiry sequence', which pupils will add to as their work progresses throughout the half term. The final answer the pupils arrive at can then be presented in any number of formats, such as a filmed news report, a play or a colourfully illustrated magazine.



Mrs Cath Sweeting, Head of Curriculum at Pocklington Prep School, developed

'The Curiosity Project' drawing on her 16 years' experience as a teacher since graduating from Exeter College, Oxford. Her belief is that a pupil's learning journey should comprise the core elements of subject knowledge and subject skills, plus the ability to debate, analyse and communicate. Cath also took inspiration from the works of many education specialists, including likeminded Jonathan Lear of 'Guerilla Education' who argues that children should be actively involved rather than being passive recipients of a teacher's creativity.

Cath said: "As a Prep School, we take the word 'prep' seriously; we want to prepare children with the enthusiasm, knowledge and experience to enable them to thrive. As well as subject skills that are taught, practised and developed year on year, this new curriculum ensures that the learning has direction, purpose and encourages independent thinking. It puts pupils at its centre, instilling within them an enquiring mind, the confidence to ask questions, explain their findings and provides a fantastic

springboard for their futures."

Maths and Modern Foreign Languages will continue to be taught by specialist teachers alongside the new curriculum, as will sport, art and music. Opportunities to apply skills and ideas from all these areas will be used in helping to answer the conceptual questions as appropriate and will help illustrate the interconnectedness of different disciplines. Outside speakers will also be invited in every half term to help pupils develop their learning as they seek to answer the big questions they've been challenged with.



Suzy Ward, Head of Pocklington Prep School said: "This curriculum is a turning point

for our Prep School and our staff have been thrilled to be a part of something so innovative and challenging. The use of an enquiry model to inspire students' curiosity will set the tone for a way of learning that is markedly different from what they will have experienced before. Our children will be able to feel the joy of pursuit and enquiry first hand, solving problems with a degree of independence not experienced before. They will move through the school gaining knowledge and answers, but when they leave, we hope they have more questions and ideas than ever before!

Curiosity is what has pushed humans forward to achieve greater and greater things, and our pupils will be equipped to be at the forefront of future achievements as they grow into adulthood.

A pilot for the new curriculum runs this Summer Term, in preparation for its official launch in September 2021.



Captain signs up

Cranleigh School, Surrey, now has Miss Hannah Jones on its cricket coaching team.

Hannah is currently the captain of the Surrey women's cricket team and one of the youngest qualified female coaches in the country. As well as captaining Surrey, she will also be taking part in the inaugural Hundred competition this year as part of the London Spirit.

Mr Alex Forsdike, Master in Charge of Cricket at Cranleigh School, said: "With the expansion of girls' cricket throughout the school Hannah's experience and expertise will be invaluable to support coaches as well as inspire both boys and girls to improve their skills."

An off-spinning allrounder by trade, Cranleigh looks forward to her taking a leading role in developing cricket across the School.

Age of Revolution Project

As part of a national project linking schools with local museums and galleries, Christ College Brecon has teamed up with The Regimental Museum of The Royal Welsh and Cyfarthfa Castle Museum & Art Gallery to engage the children in local history with a focus on the Merthyr Rising.

The Age of Revolution project is a nationwide scheme partnering heritage facilities with neighbouring schools. To coincide with its current learning, Christ College pupils are exploring The Merthyr Rising which saw the working-class revolt against low pay and unemployment in 1831.

Christ College's History and Creative Arts departments will now collaborate with The Regimental Museum of The Royal Welsh to produce a short stop-motion animation based on the notorious trial and execution of Dic Penderyn. Year 9 students will use their drama, art and photography skills together with their history teachings to produce the animation which will be used on the Age of Revolution website.

Head of Teaching and Learning for Christ College Brecon Ruth Allen said: "This is a fantastic opportunity that allows our pupils to engage in local history in a dynamic way whilst at the same time contributing to a national project."

St Dunstan's College pupils and staff mark first day in new build

St Dunstan's College started a new chapter in its long history on Tuesday 20 April as pupils and staff moved into the new development.

The development, which cost around £25million, includes a new Junior School building, STEM Centre and Sixth Form Centre. The state-of-the-art facilities are the most significant additions to the College site since its foundation in 1888, and will ensure St Dunstan's continues to provide an education that is 'ahead of current time' as the founders wanted back in 1888.

Speaking about the special day, Headmaster Mr Nicholas Hewlett said: 'It was delightful to see the beaming faces of our pupils as they entered such inspirational new buildings this morning.

'I do not think the significance was lost on any of them; such a monumental moment in our history has been greeted by our whole community with palpable joy and a real sense of pride both in what we have achieved to get to this point, as well as what the future holds for St Dunstan's.'

During the first day, junior pupils were given a tour of their new

surroundings exploring the three floors of classrooms and the outside space which now features a modern multi-use games area.

Head of Junior School, Miss Laura Whitwood added: 'The 20th April will mark a day in St Dunstan's history that our Junior School will never forget. It has certainly felt like the first day of a new beginning for us all and nothing could beat the joy, excitement and energy we all experienced today.'

'After our teachers put on their 'tour guide' hats, the pupils spoke with great delight and enthusiasm about their new classrooms, specialist facilities, play spaces, MUGA and dedicated outside learning areas for every class. The pupils are delighted to be settling into their new home and we look forward to the limitless learning opportunities available to us in our new state-of-the-art Junior School. What a wonderful memory to add to their St Dunstan's shield.'

In the Sixth Form Centre, the new café had a selection of treats available to Sixth Formers including croissants, pastries, and Oreos doughnuts. There was also

a hydration station with green tea and cucumber, blueberry, and basil juice.

Designed by Bond Bryan and constructed by Willmott Dixon, the new development is sited adjacent to the historic Headmaster's house, which is now the entrance to the Junior School. The Junior School and STEM and Sixth Form Centre are then connected by a stunning glass atrium, which looks out onto the school fields and Wellness Centre.

St Dunstan's Bursar, Mrs Clair Wilkins said: 'This project has been a significant part of our lives for

the past four years, and I was so delighted to welcome our pupils through the doors today. Seeing the building come alive with hundreds of excited and curious young people, makes all the hard work worth it.

'It is great to have facilities that match the high expectations of our pupils, and I am really looking forward to watching them learn in these new inspirational environments.'

An official opening ceremony will take place later this year, when hopefully Covid-19 restrictions have lifted.



Left to Right: Mrs Louise Carmichael-Line (Deputy Head Pastoral), Mr Alex Murphy (Deputy Head Academic) and Miss Laura Whitwood (Head of Junior School)

Weekend sports injury clinic for children

Cromwell Hospital's rapid access Saturday clinic for children and adolescents with sports injuries. Same day appointments with leading consultant orthopaedic surgeons in London, with diagnostics and treatment on-site.

cromwellhospital.com/childrensportsmed

Cromwell Hospital



World class care, expertly tailored to you



How should student leaders be chosen?

It seems that the concept of leadership has never been seen as more important. A quick search online reveals that there have been over 5000 books published in the last month alone that include 'leader' or 'leadership' in the title. It seems we all want to understand what good leadership looks like, either because we want to be better leaders ourselves, or because we want to be better led.

My own passion for developing student leadership stems from my reflections on my own journey into leadership. I look back on some of the opportunities I had to start to develop my leadership muscles, and question why everyone didn't get those chances.

Would it surprise you to learn that between 1980 and 2008, 36% of ice hockey players drafted by NHL teams were born in the first quarter of the year, compared to only 14.5% in the fourth quarter? This statistic, which I first came across in Malcolm Gladwell's *Outliers*, started me on a fascinating journey of reflection, which has led me to rethink my whole attitude towards student leadership, and I hope it might do the same for schools up and down the country.

So why is it that across the course of 27 years you were over twice as likely to be drafted for the NHL if you had a birthday in January, February or March rather than October, November or December? It's a result of what is called the 'relative age effect'. The thinking is that in the junior stages of the sport, where the cut off for different age groups is the January, this 9+ month difference in age makes a significant physical difference in the players. These relatively older students, who are physically bigger, are given special attention, additional coaching, particular encouragement, and as a result they develop faster than their relatively younger peers. Over the years this effect compounds resulting in these relatively older students becoming stronger players and developing further, ultimately resulting in them being over twice as likely to get drafted to the NHL.

So what has this got to do with student leadership in schools? Whilst I don't believe the 'relative age effect' comes into play in the same way when we look at the development of leadership potential in our students, I do believe the same form of 'random' bias can often occur. I strongly

believe that our ability to lead is something we learn, that we can improve through practice, and that needs to be nurtured. However, for that to happen, opportunities need to be created and students need to be encouraged to move beyond their comfort zones. Too often in schools, the occasions where students are able to develop their leadership skills are offered as opportunities. This tends to mean that the more confident and outgoing students put themselves forward; they are the equivalent of our 'relatively older' students for the NHL. These students are given the opportunity to try out their leadership skills at a younger age, they are the ones nurtured and selected to be form reps (because we know they won't mind and will do a good job), they are the ones who are asked to lead sports teams, the ones who sit on school councils, the ones who become prefects and ultimately our heads of school. But what of the others? Were our quieter, more introverted students encouraged to develop their leadership potential in the same way? What might have become of them if we had?

Across the course of the next few issues, I will be co-authoring



a series of articles looking at proactive approaches to developing student leadership in different areas of school life. Along the way I'll be challenging us all to reflect on how we might go about making sure that leadership development is something that is for everyone, that it forms an integrated part of our approach to school, and that we open our eyes to our potential biases when we are designing our leadership opportunities or appointing those we want to lead.

I'll leave you with the following question: When we are choosing people to undertake student leadership roles in schools, should we be focusing on who will do the job best now? Or who will develop the most from the experience?

Artist wins national award

Evelyn Chen, 18, has won a national art competition with her detailed pencil study, entitled 'Old Lady'.

Evelyn, who is a boarder at LVS Ascot in Berkshire won the Key Stage 5 drawing category at the national finals of the Independent Schools Association (ISA) Art competition.

Evelyn is going on to study a degree in graphics and hopes to turn her flair for art into a career.

Evelyn and her fellow student Abhishek Gurung both won in the ISA's London West Art Competition and were automatically put through to the national finals, competing against entries from 550 schools nationwide. Abhishek scooped second place in the national Key Stage 5 textiles category with his stunning gown and is now studying at the London College of Fashion.

ISA National Arts Officer, Marie-Ange Moncuy, added: "The standard of entries this year was outstanding. Huge congratulations to everyone who made it to the national finals and particularly to our winners. Art enables us to express ourselves, connect with audiences, galvanise communities and inspire. It offers an amazing array of career opportunities and looking at our winners it is clear to see the rising young talent that the industry can look forward to welcoming in coming years."

The ISA's National Art Competition is held annually and enables independent schools to showcase their pupils' art and for teachers to share best practice and ideas. Categories cover different age groups and genres, from 2D art, through to fashion and photography.



Revolutionising education fee payment process

APEXX Global, the multi-award-winning global payments platform, has partnered with Esenda, the disruptive payments company focused on independent schools, to help improve the security and efficiency of school fee payments.

Finance teams at independent schools spend valuable time and resources managing the laborious task of fragmented and sometimes paper-based fee collections. Current processes require large amounts of manual intervention and are often insecure. In addition, these payments can incur large and unnecessary transaction fees for both the schools and fee payers.

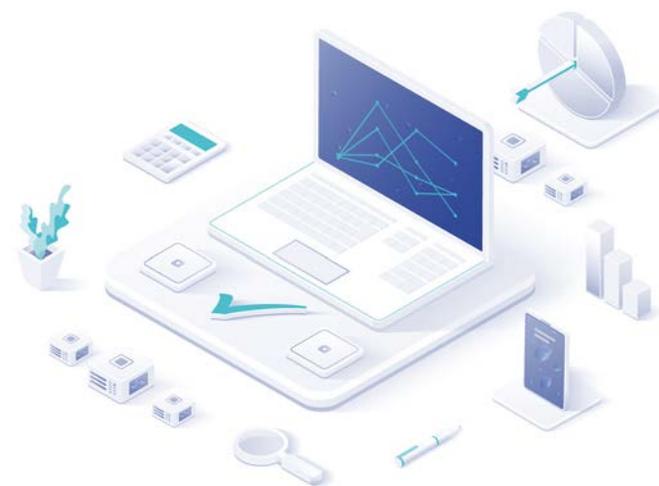
Esenda's one-stop interface has a smart and secure service, and

parents and bursars are able to manage all payments through one central system, including anything from a music lesson, ski trip or annual tuition fees.

Esenda's large variety of payment methods and currencies gives schools the ability to collect fees from all over the world securely. Furthermore, parents are kept up to date on their transactions with live notifications, eliminating the need for them to chase us for payment confirmation.

Esenda integrates Apexx's payment infrastructure to its platform, allowing schools and fee-paying parents to benefit from its secure and partner-agnostic technology, as well as increasing efficiency and reducing costs.

Bertie Simpson, CEO Founder at Esenda, said: "There are over



2,500 independent schools in the UK, many of which continue to expend unnecessary time and resource reconciling fees through outdated and fragmented payment systems. Our one-stop-platform truly revolutionises the process of

education fee payments for fee payers and bursars alike."

Douglas Adams, VP of Sales at APEXX, said: "We're delighted to have partnered with Esenda to improve the outdated and insecure process of school fee payments."



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The Digest



Running challenge raises over £2.6k

Ashville College, Yorkshire, Director of Sport has raised more than £2,600 for Cancer Research UK after successfully completing a month-long running challenge.

Dominic Bradburne set himself a goal of running a minimum of 5km a day in the first 31 days of 2021, whilst aiming to raise £300 for the national charity.

He eventually went well over the 5km a day and finished with a total distance of 210km – in excess of five marathons!

For the final day of the challenge, Mr Bradburne ran 9.5km in 54 minutes. After successfully reaching his target by pounding the pavements around the Ashville campus, the total he has raised now stands at £2,522, with more still coming in.

Mr Bradburne said: "We have all been touched by cancer, and here at Ashville we sadly lost our Headmaster, Richard Marshall, to it last November.

"This spurred me on to do something sports-related to raise money for Cancer Research UK, and I am humbled by the amount raised and thankful to everyone who has donated.

"Smashing the £300 target is simply fantastic, and I'd like to thank everyone for their donations, no matter how small. This money will now go towards helping to find an

eventual cure for this disease, one that can't come soon enough."

Mr Bradburne added: "Sport has always played a major role in College life and still does despite COVID-19. I'm delighted to say the majority of our pupils are still managing to undertake some form of regular home-based sporting activity.

"Sport is not just good for physical fitness, it's beneficial for mental wellbeing too. This fundraising challenge got me out of the house in all weathers, and there was certainly some 'weather' last month in Harrogate, and although sometimes physically tough, was a welcome mental release."

Mr Bradburne, who lives in the College's Greenholme boarding house where his wife is Housemistress, said: "The boarders get plenty of opportunities to take part in both indoor and outdoor sporting activities, and they have been a great source of inspiration during my challenge. During the lockdowns, the College's PE department has focused on keeping pupils active in whatever way possible given their individual circumstances. We also give one-to-one support where needed to maintain pupils' mental wellbeing".

Those who would like to contribute to Mr Bradburne's fundraising total can do so here: <https://fundraise.cancerresearchuk.org/page/dryathlon-run>



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Heads Hunted

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and principal appointments:**

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King's College
Oswestry School
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Winchester House School

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Perth & Kinross
Somerset
Shropshire
Derbyshire
West Midlands
Northamptonshire

If you would like mention made of your upcoming head or principal appointment for which applications are sought please let us know – there is no charge for a listing.

News items, contributions, comments and suggestions are always welcomed by the editor.

Please email to:
mail@independentschoolsmagazine.co.uk

"Effective training means that staff stay at the front of the curve rather than playing catch up later on...."

Evolution of Tech Training for Teachers

Without doubt, technology has played a pivotal role during school closures and in many cases teachers have had to up their game when it comes to becoming more familiar with tech, but what did we learn as schools during this period about the importance of technology in education, asks Ian Kay, Head of ICT at Edge Grove School, Hertfordshire...



We certainly had to learn how to become more collaborative online; the sharing of resources both amongst staff and with pupils was central to keeping continuity of education as seamless as possible. Teachers also had to get to grips with using online learning platforms and conferencing programs in a way they had never encountered before and with minimal support or additional training. In some instances, they were also working across multiple platforms and gaining on-the-job skills.

Yet working with technology involves several layers of consideration and it's not all about the nuts and bolts of the tech either. Teachers soon discovered the need to adapt the various ways in which they presented learning materials to their class and also to rethink how to mark pupils' work effectively and efficiently, ensuring the right feedback and support is delivered at the right time. Indeed, having a solid online digital learning environment prior to the pandemic will have lessened the impact of lockdown somewhat, for some schools. For others it will have been a race against time to simply figure out the basics, not to mention rather daunting for many teachers who will understandably, not have had the training or previous experience in working this way.

Time to train

Schools have faced many hurdles over recent months and finding time for training during a global crisis is certainly one of them. Yet teachers need fit for purpose training and coaching on a continuous basis if they are expected to deliver more learning digitally in the future. Tech is always evolving and change is

the nature of the game. Some people are naturally much more receptive to new technologies and will work through new software independently; while other members of staff will need much more support and will benefit from step by step assistance. Schools need to put training regimes in place, which take this into account. One size doesn't fit all in this case and it is time that training reflected that.

Schools should be looking to deliver more personalised tech training for teachers, taking into account possible bottlenecks and resistance. Planning for the introduction of new technologies into the education environment is paramount and with regards to training, the best place to start is to consider what the minimum expectations are, for the use of the technology and then put the appropriate training regimes in place to support those expectations.

Avoiding a digital divide

Resistance to new technologies can be a barrier to rolling out a successful training strategy. Twenty years ago, there would have definitely been a 'digital divide' between the staff, mainly driven by the age vs. the technical experience of the individuals. These days, there are some with the inertia of "if it ain't broke, don't fix it" and the stresses involved in finding the time to adapt to new technologies. On the other hand, some will see the introduction of new technologies with optimism and positivity; and will readily embrace them. The key is to educate staff on the purpose and the overall aims of bringing in new technology. Rather than blinding people with

the technical wizardry, schools would be far better to spend time ensuring that there is a clear understanding of the outcomes of introducing new tech and how it will help them in their role moving forward.

Minimum expectations for the use of technology must be defined and communicated, while training materials for the new technology must be created, tested and published in a format that is easily accessible to all. Probably the most important aspect of all, is to allow sufficient time for the introduction of the new tech, the training itself and also the "go live" process. The more time you invest from the outset, the greater the chances of success.

Training can be delivered in a variety of different ways, but based on experience, didactically talking to the entire staff body, giving step by step instructions simply does not work. It is impossible to deliver technical training in this way because you are assuming everyone will receive that instruction in the same way, which of course, they won't. Instead, the starting point should always be a general introduction to the technology, followed by a simple overview, outlining the perceived benefits and the expected outcomes. The bells and whistles can come later. Training materials themselves should always be made available to all staff so that they can work at their own pace; one to one, or small group sessions may be needed to reinforce concepts.

Reinforcing cohesive use of technology

It is incredibly important for schools to invest in the right tech training for staff. There is a huge amount of information for

new teachers to assimilate, and although some of this is covered in formal induction sessions, much of the really useful stuff is picked up via casual conversations with colleagues. This doesn't really reinforce a consistent or cohesive use of the technology.

Most schools will be looking to become as paperless as possible in the future and whilst recognising the importance of handwriting and reading from a physical page, creating physical "teacher's planner" as a prime example, is not a shareable, transferable nor an easily analysed resource.

Planning, resources, formative and summative assessment data needs to be produced in a digital format today, so that the information can be shared centrally, analysed, tracked and adapted as needed. Schools and teachers need not make great monetary investments to make this happen, this is far more about a culture change than anything else. Once teachers become more freed up from some of their paperwork they will be able to become what a teacher is supposed to be, a great aspirational motivator and mentor.

Technology will always change and not everyone will be up to date with everything all of the time. Effective training means that staff stay at the front of the curve rather than playing catch up later on. The sharing of skills and information between the pupils and teachers can only benefit both and having the right training to facilitate this is really a no-brainer in our digitally-driven world.

CHANGING FACES... CHANGING PLACES...



Newcastle High School for Girls has announced its new Head of Junior School with plans to refresh its curriculum and boost its co-curricular activity programme.

Amanda Hardie, current Acting Head of Junior School and NHSG's Deputy Head, Academic, has now taken over the role permanently.

Amanda Hardie became Deputy

Head, Academic at NHSG Senior School in 2014 following the merger of Church and Central High. Prior to this, Amanda was Director of Studies at Church High and had previously qualified as a teacher of Religious Studies and English after graduating from Oxford University.

NHSG is the only North East member of the Girls' Day School Trust, providing access to broader networks and opportunities right across the UK.

Dr Ruth Norris, who will have led Derby Grammar School for three years, leaves to take the helm at one of the world's leading international schools in Switzerland.



Mr Paul Logan will join the school as Head Teacher in September.

Mr Logan began his teaching career in 1995 after leaving Price Waterhouse Coopers, where he trained as an accountant after graduating from

Durham University. After 13 years in the state sector he moved to independent education in 2007, as Head of Maths at Uppingham School. Recently he has been at Wisbech Grammar, an HMC day and boarding school in Cambridgeshire, first as Deputy Head Operations and then Deputy Head Academic for the last 3 years.

Another highlight for Mr Logan in moving to the area is being able to further his passion for cycling, having recently qualified for the Amateur World Road Race.



King's Hawford Prep School, Worcestershire, of the King's Worcester Foundation, has a new Head, Mrs Jennie Phillips.

Jennie has joined King's Hawford from Monmouth School Girls' Prep School where she was Head. She has relocated to Worcester with husband Eddie and daughters Amelia and Daisy.

Jennie was educated at Oxford High School, and read Education at the University of Exeter, specialising in Mathematics and Art. During her career she has worked at St Peter's Prep School in Lymington and Badminton Junior School in Bristol.

Jennie's appointment is a milestone for the King's Foundation as she is the first female Head in its near 500-year history.



Rhiannon Wilkinson will become the eleventh, and first female Head, of Ashville College, Yorkshire.

Mrs Wilkinson is no stranger to Harrogate, having previously been Headmistress at Harrogate Ladies' College from 2009 until 2013.

She then became Head at Wycombe Abbey, Buckinghamshire.

During a varied career, Oxford graduate Mrs Wilkinson has taught in – and led – schools in the UK,

Hong Kong and Brunei, and most recently was the founding Head of Whittle School Shenzhen which opened simultaneously alongside its sister school Whittle School Washington DC.

Mrs Wilkinson was educated at Fairfield High School for Girls, in Manchester. She studied Modern History at St Hugh's College, Oxford, before undertaking a Post Graduate Certificate of Education at Bath University.

Previous head Richard Marshall died of cancer last year.



Queen's College, Somerset, has announced the appointment of a new Headmaster.

Mr Julian Noad, Head of Oswestry School in Shropshire for the past seven years, will take over from Dr Lorraine Earps no later than January 2022.

Prior to joining Oswestry, he was Deputy Head of Rydal Penrhos – like Queen's, a member of the Methodist Independent Schools

Trust (MIST). He also spent 12 years at Clifton College, Bristol, including six as a Housemaster.

Married with two children who are both at university, Mr Noad has a lifelong passion for sailing including yacht racing.

He has also enjoyed playing and coaching rugby, football, squash and fives, but has more recently concentrated on cross-country running, coaching as well as running himself.



Jon Whybrow has been confirmed as head of Amesbury School, Surrey, following a period as interim head.

He had most recently been Head of Cheltenham Prep for five years and prior to that, led Beachborough Prep School in Buckinghamshire for

eight years. His earlier experience included eight years as Head of the City of London's Freeman's Junior School, Deputy Head of Devonshire House and Head of Year 8 at Emanuel School. He started his career as a teacher at Edgeborough School in Farnham, where he had more recently returned as a governor, before taking the Interim Head role at Amesbury last summer.



The Independent Schools Magazine

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Mental health over academic progress

The old adage, 'you are as unhappy as your unhappiest child', has never felt more fitting than during the current pandemic. Witnessing parents that are fraught over their child's mental health and seeing prospective parents, who are unknown to the community, being so open and vulnerable about their child and subsequent family struggles, tells us that the statistics relating to a surge in mental health cases is happening. For some, these issues will be so acute and the 'noise' surrounding the child and the family so distracting, that making the right option choices or evaluating how attainment grades are faring, quite rightly plays second fiddle. Lara Péchard, Head at St Margaret's School, Hertfordshire, considers the implications for schools and how to address them...



If a child is so beset by emotional and social concerns, that they cannot sit down to concentrate then the family and school of the child will want to ensure that expert 'talking' therapy is firmly in place and at the earliest opportunity. If these issues are so severe that 'normal' family routines are disturbed, then the chances are, parents and possibly the whole family will benefit from some kind of professional involvement. In these cases, different rules might apply, repeating years and different courses of study might be appropriate for some children. In these situations, simply encouraging the child back through the school gates can be genuine progress in itself and should not be underestimated.

Time and space to talk

As we come out of this last lockdown there has been a period of settling down for some families. For many children, their mental health has already bounced-back as restrictions have loosened, schools have been reopened and much-missed activities have restarted. However, some children have required further or deeper intervention. Schools can help the majority of pupils by opening up the opportunities to raise anxieties, normalising any concerns regarding 're-entry' and importantly, giving them individual space and time to talk these worries through.

Giving children the opportunity to raise fears in an anonymised way through online 'worry boxes' can be extremely useful when you

are surrounded by your peers on a daily basis. In addition, modelling the behaviour of the brave sixth former, who has struggled but has developed coping strategies, will help to support those who have wobbled and reassure them that they are not alone. Making care more accessible, without any scary, long drawn out commitment, will increase the chances of the support being accepted. Of course, this help will look different for each individual child. Some will simply need a check-up and others may need longer intervention with a specialised counsellor or a trained psychologist.

For parents and teachers, letting children in on the fact that we all struggle from time to time will help them feel at ease and to have the courage to tackle the issues they are facing. Making sure children can identify what makes them happy and outlining their responsibility surrounding this, will help. Although, demonstrating to teenagers that they have responsibility for their own mental health and happiness, is tricky to deliver without seeming condescending – it is definitely a fine art.

Supporting teachers with the right supervision

Schools that offer well-delivered and embedded PSHE and wellbeing programmes will also help parents. Schools can also help families by reaching out to parents to furnish them with the emotional literacy to handle issues at home through parental pastoral events. In my

experience, parents have been hugely supportive of such initiatives and it will often encourage them to take different steps or to take on more help. Outlining to parents as well as the child what options are available and demystifying any misconceptions around wellness and mental health has been hugely helpful.

Supporting teachers with the emotional wash so that they can help both child and family is an area where schools are rightly focusing attention. For the pastoral staff in my school, this looks like half termly supervision from a clinical psychologist who provides an opportunity to reflect on practice and to discuss concerns in a confidential and safe environment. This means we are constantly reflecting on our practice and relationships. As we are learning from experts outside of school, it means our language and support to children and their families remains sharp and relevant. Colleagues have been very grateful for this support in unpicking and reflecting on cases. It also means that they remain alert to any emotional baggage that they carry with them and to become more aware of the potential impact it might have.

Bringing experts into schools to support pre-emptive work is a strategy that could have a huge impact on our young people in the future. In my experience their neutrality and language is reassuring to teenagers and they can support them to become more open and reflective, not just about their role in prioritising what makes them happy, but also

in encouraging conversations that might unblock difficulties in their relationships. This can actively help to avoid mental health issues in adolescents and can support school led initiatives.

Maintaining positive mental health is part of every day

In my school yoga, breathing classes, and mindfulness are well supported by occasional whole group sessions led by a clinical psychologist. We aim to be open and supportive in our culture about mental health concerns and to encourage parents to see how they might support their child's role in maintaining positive balance and routine. All of this helps to create a culture where maintaining positive mental health is part of the everyday rather than reacting to critical cases when they arise. Regular spot checks of wellbeing through tutor-led one to ones and wellbeing surveys where children have a chance to be reflective about their own situation, can ensure we pick up early signs too.

My aim over the next few years is to develop mental health education in school; this is really about opening up the support to children, parents and staff so that we have the skills to spot and to pre-empt child mental illness. I also want to build on our network of therapists and options so that support can feel individualised and not rely on already overstretched resources. No one should be waiting for an appointment in order to prioritise their mental health, it has to happen right now.

Netball influencer

Kilgraston School pupil, India Duffy, has won a place on the Netball Scotland Ambassador Programme, a year-long scheme for those aged 14 to 25. The Sixth Form athlete is just one of fifteen appointees selected to represent the voice of young people, advocating a key role in influencing the sport's development. Here she explains more, and her PE teacher reflects on a game on the up...

"I want to promote the positive values of netball and hopefully develop it, adding an extra stepping-stone of U19. I am excited about meeting and working with others who share my love for the sport and am proud to be a voice for the next generation of players.

I started playing netball when I was eight. I always play in the shooting circle, preferably Goal Attack, but I often wear the Goal Shooter bib. It is important to be able to play a variety of positions, a strategy that helps improve your game and encouraged by the Scotland Academy. The NSAP is a platform where young people can share their views and influence change in Scottish netball. I will promote its positive values, shaping its future by increasing diversity.

I have played for many different teams and currently play in the National Academy Hub, P&K U17 District team, Perth U17 and the Perth Ladies' League and am captain of Kilgraston's Senior Team.

The best part is definitely the sport's community. The feeling when you win a competition, sharing the experience with peers, is unmatched. I have so many close friends throughout the country that I wouldn't have met were it not for netball.

My experience at Kilgraston has been crucial. I have played at every age category, having the opportunity to shine against other school teams in Bronze and Silver Scottish Cups. Recently I was awarded the Swindon Fund, which I used to buy netball-



related equipment, helping develop my game. I have been constantly encouraged and supported, especially by the amazing PE staff who have given me the confidence I need to strive for the best. I wouldn't be where I am today without them believing in me and am forever thankful for their support."

Emma Patton, PE Teacher:

Since the inclusion of netball into the Commonwealth Games in 1998, together with increased media coverage of World Cups, the sport has grown in popularity across all age groups.

At Kilgraston we have tracked this trend, now having a large following of girls who live and breathe the game, with a number representing local clubs and District teams, together with Scotland age groups.

Netball is a sport where players can make friends and have fun whilst maintaining a healthy and active lifestyle; a fast, skilful team-game based on running, jumping, throwing and catching.

Schools can give many pupils their first experience of netball and at Kilgraston it is a fundamental sport in our curriculum – girls start in Primary Four and continue right through to the end of senior school. Opportunities to compete against local schools in the Perth and Kinross league, as well as the Scottish cup competition are encouraged, as is the enthusiastic following from those not actually on the court!



The Independent
Schools Magazine

Vires per Verum – Strength through Truth

The Independent Schools Magazine is read by decision-makers – Governors, Heads, Bursars, Departmental Managers – and reflects news, ideas, influences, and opinions in the independent education sector. A personal copy is mailed to heads and other key personnel in fee-paying independent schools plus opinion formers in governments, political parties and educational associations. It is also available on the internet.

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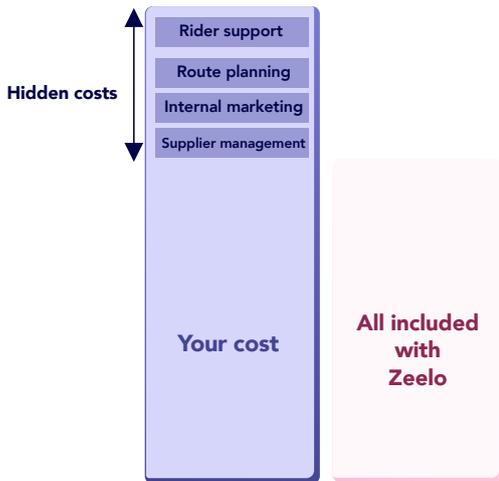
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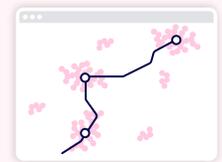
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